

BUSINESS EDUCATION WORLD

Contents

MAY

1951

UNIVERSITY
OF MICHIGAN

APR 25 1951

PERIODICAL
READING ROOM

ADMINISTRATION

- News of Business Equipment *Walter Lange* 430
We Require Co-op Office Practice *May McCormick* 433
Sociological Factors in Constructing a General
Business-Training Program *Charlotte Boren* 442

BUSINESS TEACHERS

- A New Approach That Applies "Dynamics" for
Personality Development (Part II) *Katherine Humphrey* 444
DANGER: Comparisons at Work—and They're Unprofessional 446
Roll-a-Liner—BEW's Nomination for "New Office
Device of the Year" 447
Your Professional Reading *E. C. McGill* 452
What Every Good Summer Scholar Should
Know about School Libraries *Helen H. Green* 462

DISTRIBUTIVE EDUCATION

- Five Steps for Coaching Individual D.E. Students
to Better Job Efficiency *Louise S. Hitchcock* 437
How Our D.E. Students Lend a Hand in the
Management of Our Classroom *John B. Edgar* 448

GENERAL BUSINESS EDUCATION

- A Digest of Contemporary Thought about Business
Arithmetic *Nelson C. Bean and William M. Polishook* 449
An Outline of Questions and Projects for an Activities
Unit on Using the Mail *Dr. Stephen J. Turille* 452
Device for the Teaching of Business Law: Sponsor
an Active Business Law Club *Irving Rosenblum* 454
New Business in Business Law *I. David Satlow* 455

OFFICE EDUCATION

- Results of Teaching Electric Typing: Greater
Speed AND Greater Accuracy *Priscilla Ewing* 435
How I Use the Royal Film, "Right—At the Start,"
in My Typing Classes *Kathleen Flood* 440
Project in Office-Style Dictation *Margaret F. Rowe* 453
May Bookkeeping Awards Contest *Milton Briggs* 456

SUMMER SCHOOL

- Summer School Directory 457

TODAY'S SECRETARY

- The Girl Who Almost Quit 465 Substitute Secretary 466
A Simple Matter of
Authority 467 Coronation Ball 469

"Luxury Typing" is here!

With New Sensational **PAGE GAGE**!

RED SIGNAL WARNS

SET PAGE GAGE



Takes the guesswork out of page end typing! Just set Page Gage and begin typing. When you are 2½" from the end of the page, red signal pops up to warn you ... tells and *keeps* telling how much space is left as you type to the end of the page.

Page Gage lets you type right down to the last line without fear of overtyping.

Page Gage is only one of *many* "luxury" features found only on the all-new Smith-Corona. See how "Luxury Typing" makes teaching and learning easier than ever before. Call your Smith-Corona representative now.



Smith-Corona
OFFICE TYPEWRITER

L C SMITH & CORONA TYPEWRITERS INC SYRACUSE 1 N Y *Canadian factory and offices, Toronto, Ontario.*
Makers also of famous Smith-Corona Portable Typewriters, Adding Machines, Vivid Duplicators, Ribbons and Carbons.

BUSINESS SCENE

■ **More Jobs Than One**—Even with jobs relatively plentiful (or, perhaps, because of the fact) a good many people always hold more than one job. This appeared in earlier Census Bureau surveys, in 1943 and 1946, and the results of the latest nose count show the same thing.

Of all those employed, 2.5 per cent consistently have multiple jobs. The ratio runs 3.5 per cent for employed men, about 1.3 per cent for women.

■ **Small Business and Mobilization**—The share that small businesses get of national defense orders is lining up as considerably smaller than earlier fanfare had led the businessmen to anticipate.

• *The official policy* is to get contracts out to many companies and thus "broaden the base" for defense production. The theory is that this will set the stage for a quick all-out effort, when and if there's a big war. It's a good idea, but it's running into snags.

• *The Services Are Balking.* Breaking up big orders and spreading them around among inexperienced contractors takes time and runs up the costs. So, the Services are insisting on doing business with "old" contractors, arguing that in this way the Government gets the most for its money.

• *Censorship* is hurting the case of small business, too. There had been a lot of publicity about the Commerce Department's announcing what contracts would be available so small producers would know what and how much they could bid in on. Now information is being withheld for "security." Policy is to give out no data on the size of contracts, for fear it will help the enemy. But this censorship also tends to hide big business' share, compared with small business. So, there will be Congressional committees to take a second look at the Services' reasoning.

■ **Gas Rationing Again?**—Gas rationing in the U.S. could come from Iran's nationalization of oil. If Europe loses this flow (75 per cent of her supply) to Russia, then the U.S. must make it up by diversions from its own petroleum sources.

Iran produces 725,000 barrels daily, most of it for Europe. The U.S. would be hard put to make this up without cutting back on domestic uses.

■ **TV and Kefauver**—When the Kefauver crime hearings went television in March, life in New York City (and

other communities served by TV) went topsy-turvy. For example:

• *Department stores*, waiting anxiously for the Easter rush, found themselves left in the lurch. Sales were up some 10 per cent over last year, but they had been running 15 per cent ahead and had been promising to pick up.

• *Movie business* fell off so much that two New York City theaters ran the TV hearings full time—for free. They had tried giving the customers flashes of the hearings between films, but the audience had howled for more.

• *The Red Cross* drive for funds and blood donors fell flat in some communities, as housewives gave up their door-to-door soliciting to stick by their TV sets; and blood centers set up TV's for the donors to watch.

• *Grocers and butchers* were swamped with noon-hour rushes, when the hearings recessed.

• *Deliverymen* thought the hearings were wonderful: Someone was sure to be home to receive packages—at least in the homes with TV aerials showing.

• *The Hooper ratings* give a measure of TV's success: On March 19 a Hooper survey showed 26.2 per cent of homes watching the hearings in the morning and 31.5 per cent in the afternoon—which amounts to almost three times as big an audience as the entire gamut of TV shows could attract in the previous month. It's been estimated that, at one time or another, eight out of every ten television sets were turned on for the hearings.

■ **Economic Geography Note**—Now Congress is preparing legislation on the weather. Rain-making, of course.

■ **J.B.T. Note**—For a long time, the easily managed booklet of tickets you get when you take a cross-country flight has been in sharp contrast to the yards-long tape of tickets needed for a cross-country railroad trip. Beginning of the end: The Union Pacific RR is initiating the use of train booklet-tickets, too; and the other lines will doubtless follow suit.

GROUPS

■ **EBTA Convention in Philadelphia**—*Veni, vidi, vici.* A good time was had by all, several were convincingly hypnotized (in the entertainment following the banquet), meetings were well attended, electric typewriters and Monroe's "rhythm-add" won great at-

FOR TEACHING TYPING TECHNIQUE NON-TIPPING TYPING DEMONSTRATION TABLE

- ALL STEEL LIFE-TIME CONSTRUCTION
- EASY, PERFECT HEIGHT ADJUSTMENT FROM 27" to 51"
- LARGE ROOMY TOP FOR MACHINE AND TEXT
- EASY-ROLLING CASTERS, TOE-TOUCH LOCK



Standard Model

PICTURE YOURSELF standing at this beautiful streamlined, modernized demonstration table teaching typing quickly, efficiently, and professionally by this latest, most popular audio-visual method.

This table, recommended by leading business educators, colleges and universities across the country, is the ONLY one adopted in St. Paul, St. Louis, Columbus, Houston, San Antonio, and hundreds of other cities.

THREE DISTINCTIVE MODELS

Mail your order or inquiry today

H. M. ALLEN CO.
Hartford, Wisconsin

Prevent faulty typing habits . . .



use Mohawk "No-Peek" Blinders

Do you have to remind your students continually to keep their eyes on the text and away from the typewriter keyboard? Then your answer is these new "No-Peek" blinders developed by Mohawk.

The design of these blinders does not impair straight line vision. This means that students are able to read text material but are prevented from glancing down at the typewriter keyboard. Faulty typing habits now become a thing of the past.

Mohawk Blinders are sturdily built of non-breakable plastic in black, white, or white and black. Price: \$6.00 a dozen.

Send orders directly to:

MOHAWK VALLEY SPORTS, INC.
Little Falls, New York

Wise Investment

ECONOMICAL IN OPERATION...

EFFICIENCY-TESTED FEATURES...

AN INVALUABLE AID FOR

ADMINISTRATORS,

TEACHERS,

STUDENTS ALIKE



THE NEW REMINGTON

Super-riter

Yes, progressive teachers and school officials agree that there's no typewriter to compare with the new Remington *Super-riter* when it comes to speed, accuracy and ease of operation. The *Super-riter* has been efficiency-tested to save teaching time... make learning easier... and its work-saving, time-saving features enable it to meet any typing requirement.



Remington Rand

THE FIRST NAME IN TYPEWRITERS

Remington Rand, Room 2086
315 Fourth Avenue, New York 10

Send me FREE brochure R 8406 on the new Remington *Super-riter*.

Name _____
School _____
Address _____
City _____ Zone _____ State _____



PROFESSIONAL REPORT



Doctor Van Derveer... clerical duties

tention, banquet and dinners and special luncheons overflowed. Next year's Easter-time convention of EBTA will be held in Buffalo, President JAY MILLER announced.

• **New officers:** RUFUS STICKNEY (Boston Clerical), after innumerable years as EBTA treasurer, president; JOSEPH GRUBER (Central Commercial, New York City, and president of the C.E.A. of New York City), vice-president; and PERLIN TAYLOR (Taylor School, of Philadelphia), treasurer. BERNARD SHILT (Supervisor, Buffalo) continues as secretary.

• **New board members:** RAYMOND JACKSON (Beacom College, Wilmington), and EVELYN KULP (Ambler, Pa., H.S.).

■ New Officers Recently Reported—

• **Mississippi BEA:** DR. A. J. LAWRENCE (University of Mississippi), president; O. H. LITTLE (Mississippi State College) and CATHERINE CARMICHAEL (Clarksdale H.S.), vice-presidents; and IDA MAE PIERATT (Mississippi Southern College), secretary-treasurer.

• **Alabama BEA:** MARGARET LINER (Jones Valley H.S.), president; MARGY G. LAMAR (Alabama Polytechnical Institute), vice-president; CLARISSA STALCUP (West Jefferson H.S., Quinton), secretary-treasurer.

PEOPLE

■ Doctorates—

• ELIZABETH T. VAN DERVEER, instructor at the State Teachers College, Montclair, New Jersey, Doctor of Education from the School of Education, New York University. Dissertation: Patterns of Performance for the Most Frequent Duties of Beginning Clerical Employees; under the direction of Dr.



Doctor Fromm . . . Trenton S.T.C. History

PAUL S. LOMAX, February, 1951. Mrs. Van Derveer is Editor of the *Business Education Observer*, official publication of the New Jersey BEA.

• GLENN E. FROMM, instructor at the State Teachers College, Trenton, New Jersey, Doctor of Education, from the School of Education, New York University. Dissertation: A History of Trenton State Teachers College—1855-1948; under the direction of Dr. PAUL S. LOMAX, February, 1951. Dr. Fromm obtained his bachelorate at the University of Iowa and masters degree at Harvard University.

■ Personal Achievement—

• MRS. TRACY H. RUTHERFORD, of the Rutherford-Metropolitan School of Business, in Dallas, has been awarded the Zonta Service Award, one of the highest awards that Dallas confers on its most distinguished citizens. In addition to her duties at Rutherford-Metropolitan, Mrs. Rutherford has found time to serve Dallas in many other ways. She is a member of the Dallas Board of Education, and has been a leader in establishing a single salary scale and cumulative sick leave for Dallas teachers. As chairman of the Board's luncheon committee, she has placed that huge operation on a sound financial basis and simultaneously improved the quality and quantity of food served Dallas children. A member of the BPWC and Altrusa, Mrs. Rutherford was most active during World War II in USO and OCD activities; and she has been a church leader for more than twenty years.

■ Position Changes—

• RAYMOND E. BRAMER, from Gregg College, Chicago, to new duties in Des Moines, Iowa, as assistant to Msgr. Ligutti, executive director of the National Catholic Rural Life Conference.

• GORDON G. ACKLAND, to position

FOR FASTER PROGRESS . . . BETTER CONTROL TYPEWRITING FOR SPEED AND ACCURACY

The new all-inclusive drill book
by Dr. John L. Rowe

Associate Professor of Education
Teachers College, Columbia University

More than 400 timed writings and special-purpose drills designed to increase the speed and accuracy of students at any level of instruction . . . in any classroom situation, from a drill period of fifteen minutes to a full hour's lesson—or more!

USEFUL, INFORMATIVE MATERIAL

Subject matter deals equally with *Typewriting Technique* (Section 1), *Office Practice* (Section 2), and *Personal Improvement* (Section 3).

GRADUATED, REPETITIVE LEARNING PATTERN

First, vocabulary is practiced in pre-views; then, in sentences; finally, in connected matter. The same vocabulary is repeated in successive drill units.

TAILORED FOR EFFECTIVE TEACHING

Two cumulative word counts in all timed writings . . . at the end of each line . . . and at the end of each paragraph. Special-purpose drills for every typing weakness. Simple, direct instructions make it virtually a self-teacher.

Ready early this summer. Write your nearest Gregg office.

THE GREGG PUBLISHING COMPANY

Business Education Division of McGraw-Hill Book Co., Inc.
New York 18 Chicago 6 San Francisco 4
Dallas 1 Toronto 1 London W. C. 1.

Visual Teaching is Modern Teaching

IT'S EASIEST . . . MOST EFFICIENT

WITH A KARLO

THE KARLO TYPEWRITER DEMONSTRATION STAND was designed to meet the demand for just the right audio-visual training equipment for the modern typewriting class. With it, the teacher can easily and conveniently demonstrate the correct techniques in full view of the whole class.



The KARLO stand is quickly adjustable to heights of from 35 to 48 inches. Its three legs prevent "wobbling" and it rides on free-rolling casters for easy moving and turning. Sturdy and attractive, the Karlo has an all-metal base and hard wood top. It takes up no more floor space than the dimensions of the machine it supports. Send coupon today for full details.

MANUFACTURERS OF TYPEWRITER AND
DEMONSTRATION STANDS FOR OVER 25 YRS.

KARL MANUFACTURING COMPANY

34 Ionia Ave. S. W. Grand Rapids, Mich.

KARL MANUFACTURING COMPANY

34 Ionia Ave., S.W.
Grand Rapids 2, Mich.

Send additional information on all available models of the Karlo Typewriter Demonstration Stand. Thank you.

NAME

ADDRESS

CITY

STATE

of advertising manager of Royal Typewriter Company, succeeding ELLIS G. BISHOP, who has taken on a special assignment for the firm. Mr. Ackland was Mr. Bishop's assistant for the past five years.

• JOHN HOWARD NELSON, for the past six years a faculty member of Cornell University, to the staff of Pace College, in New York City, as chairman of the Secretarial Studies Department. His position at Cornell has been filled by the appointment of Mrs. JESSIE LA-FORTUNE.

SCHOOLS

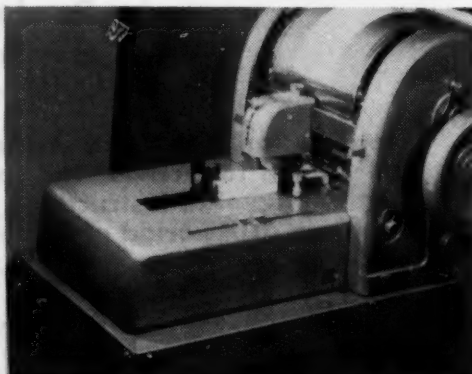
■ School News Briefs—

• *The University of Wyoming* this summer inaugurates a master's-degree program in business education, reports the institution's director of business education, ROBERT L. HITCH.

• *Packard Junior College* is conducting a co-operative stenographic course with S. H. Kress Company, a big variety store chain. The company employs girls, pays them for the hours they work, and pays their tuition at Packard.

NEW EQUIPMENT

WALTER LANGE



■ **Precision Mimeographing**—Through the use of a new eyelet tag separator, it is now possible to get automatic, precision mimeographing of all types of eyelet tags. Manufactured by A. B. Dick Co., 5700 W. Touhy Avenue, Chicago 31, the eyelet tag separator is incorporated in a special feed table which may be attached to current table model A. B. Dick mimeographs. Quick, easy, automatic feeding of tags in sizes ranging from 2½ to 8½ inches in width and 5 to 14 inches in length is possible,

and single tag feeding with accurate registration is assured at all speeds.

■ **Globe of the World**—Introduced recently by the Weber Costello Company, Dept. G-25, Chicago Heights, Illinois, is the massive new Aristocrat 25-inch world globe. Standing 44 inches high, the Aristocrat has a surface area of nearly five times the ordinary 12-inch globe. Containing thousands of easy-to-read place names, the beautifully colored map is hand-mounted on the great ball. The globe rotates on a meridian ring of satin-finished brass set into a base of gleaming solid walnut.

■ **Addressing Machine**—Weber Addressing Machine Company, Mt. Prospect, Illinois, has introduced a new spirit-process machine with capacity to mechanically address tissue-thin air mail to one-inch thick booklets and catalogues. Speeds up to 1500 pieces an hour can be attained. Eliminating use of printing fluid by means of rubber rolls, this new machine employs an ingenious felt wick to which printing fluid is fed by capillary attraction from beneath, between printings. This gives the operator better control of mailing pieces as they are moved into printing position. Printing is done from the car-

(Continued on page 470)

McGraw-Hill Filmstrips on ACCOUNTING and ECONOMICS

Two important subject areas, both of them containing concepts of more than ordinary difficulty, are given expert visual treatment in these TWO filmstrip series. Basic concepts are outlined and step-by-step procedures are followed through, assuring your students a clear, easy-to-follow presentation. Individual filmstrip titles are those which you, the teachers of the subjects, have indicated are the ones you wanted to see translated in the visual medium. Get your prints of these packaged teaching tools; they will provide you with valuable supplements to your present classroom materials.

Accounting Titles

What Is Accounting
Books of Original Entry
Adjusting the Books, Pt. I
Adjusting the Books, Pt. II
Closing the Books
The Work Sheet
Readjusting Entries
The Accounting Cycle
General and Subsidiary Ledgers
Columnar Journals
Analysis and Interpretation of Financial Statements

Economics Titles

Basic Economic Concepts
National Income, Pt. I
National Income, Pt. II
Saving and Investment
Money, Prices and Interest
Banking and Monetary Control
International Trade
Business Cycles and Fiscal Policy
Supply and Demand
Profit and Cost Equilibrium

McGRAW-HILL BOOK COMPANY
Text-Film Department
330 West 42 St. New York 18

If you will write for Accounting Circular AB or Economics Circular SB, they will give you complete details of these two Text-Film Series.

BUSINESS EDUCATION WORLD

Volume 31 • Number 9

May, 1951



SECRETARIAL students at Corry High School spend a week's afternoons in each of three local offices. The program involves adjusting schedules only for a six-weeks period.



TRAINEES do all kinds of routine and special jobs, ranging from odds-and-ends tasks to billing and transcribing dictation. School's program is now in its twenty-third year.

We Require Co-op Office Practice

MAY McCORMICK
Corry High School
Corry, Pennsylvania

■ **Pioneers**—Our school began its program of *required* co-operative experience for our senior secretarial students back in 1928. Today it is a standard procedure and a special feature of our office-training program.

We conduct, in each spring term, a required class in office practice for senior secretarial students. The co-operative experience is part of that course. Each student works for the afternoons of a full week in at least three different local business offices. Often the assignments are longer—as much as six weeks.

• *In the beginning*, letters explaining the plan were sent to all the local business firms. The letters were followed by personal visits, on their own time, by the school personnel involved—superintendent, principal, and teacher—to businessmen. Talks were given in the meetings of Rotary, Kiwanis and other service clubs.

• *Some of the office managers*, in a spirit of "let's help the school," agreed to give the plan a trial. Soon, even those businessmen who had been skeptical found that the students were there to work. Businessmen found that their

odd jobs and loose ends—such as accumulated filing, the addressing and mailing of form letters, and so on—were quickly cleaned up when student co-ops came on the job.

• *Now*, with years of good service to the school's credit, some firms ask for two and even three of our secretarial seniors a week. Businessmen tell us that having the students on the job does more than clean up the odd jobs; it gives the men an opportunity to know more about the work offered in our school and a chance to appraise possible employees for the future.

The students, while realizing that they are students and not employees, at the same time know that they may be making an impression on a future employer. They are, therefore, meticulous about their grooming, office conduct, punctuality, and so on. Some of this attentiveness on the part of students is doubtless occasioned by their hope of having a good report mailed by the office manager to the school, for these reports are kept on file for future reference and are used in recommending an applicant for a position.

■ **Mechanics of Our Plan**—Our secretarial seniors have a schedule such as the following:

American Literature	18 weeks	.5 cr.
Social Living	18 weeks	.5 cr.
Shorthand II	36 weeks	1.0 cr.
Transcription	36 weeks	.5 cr.
Office practice	18 weeks	.5 cr.
Typewriting II	36 weeks	.5 cr.

Such a schedule results in the following typical daily program in the spring term for our office-practice students:

Shorthand	1 period
Transcription	1 period
Literature or Social Living	1 period (noon)
Typewriting	1 period
Office Practice	1 period
Free	1 period

• **Preparation.** The students are in their last term and their vocational skills are nearly ready to be put to the test. The first month or so of office practice is conducted in the classroom in its regularly scheduled period, and the first assignments to offices begin in late February.

Last year, for example, our first group of twelve started on February 20 and the last group went out the week of April 3. The entire period of actual experience, therefore, is accomplished in a month or six weeks; and only for that period is the afternoon schedule of the students disrupted.

• **Assignment.** Assignments are made each Monday morning during the work-experience weeks. The student re-



MARY McCORMICK: "In our community, school and firms help each other."



STUDENTS are always nervous when starting a new job, but by the end of the week's experience they feel like veterans. Students can't be employed before graduation.

ports that afternoon on the job for the school-day hours, one to four o'clock. The students are not paid for their work, for they are considered to be "in school," to be trainees. Occasionally an employer asks a student to stay after four, however; and, in such cases, the employer *does* pay the "worker" (no longer a "student," after four o'clock) the regular hourly wage rate.

- **Scheduling.** It is during the month of preliminary training in the classroom that arrangements for the assignments are completed by the teacher and office supervisors. Now and then an office manager begs us to permit the student to spend all three of her weeks for experience in his office; but we insist that the student work in three different offices, and we tell such managers that it would not be good for the student (or for the manager, if he subsequently hired the student) to lose the opportunities to learn procedures in other offices. We steadfastly maintain our rule that the student *must* work his three weeks in three different places.

When the plan was first put into effect, there were many difficulties, and it took time, patience, firmness, and a *no exceptions* rule to make the plan work.

- **Even now** there is a little nervousness on the part of most students on Monday mornings. By Wednesday, though, they are finding reasons why they would like to stay in the office to which they are newly assigned.

Because our program has been in operation for so many years, it often happens that the supervisor in charge of the student trainees is one who was herself an office-practice student; and a very great sense of helpfulness and co-operation soon develops between them.

- **Regular Class Work.** In our office practice and typing classes, which are the two courses interrupted during the

work-experience interval, we use "budget" lessons so that those students not out on jobs have work to complete that those on jobs can do when they return and the other students are out.

We try, not always successfully, to have the students on jobs and in school on alternate weeks, so that the budget assignments work out about even for the whole class.

- **Placement**—Although there is a state employment office in our city, many employers (particularly those familiar with our work-experience program) call the school directly when they need office help. As a result, we run what amounts to a placement service.

- **Last year's class** of nineteen secretarial seniors went to work in good jobs within a week after graduation. One of the boys in the group had four different positions from which to choose.

- **During the school year**, regardless of our program, some of the students work after school and are, of course, paid for their work. Too, when an office calls us because of some emergency, we do all we can to send extra help, because we feel that we owe that co-operation in return for the interest in us.

- **Outcomes**—Most of the outcomes are ones that are obvious. The students do gain practical experience. They become familiar with items of office equipment that our small school has not been able to afford. They get insight into the atmosphere of offices and an understanding of procedure in at least three different firms. As a result, they are better workmen and are in high demand; employment is surer and is more satisfactory. There are few job failures, for much of the beginner's adjustment is completed—our "beginners" aren't really beginners, in most of the offices in which they are ultimately employed.

Not the least advantage of the plan

has been the better understanding of the school by the community and community leaders. Still another: the growth of the idea that "this is *our* school" and (on our part) that "these are *our* business firms," and both school and firms stand ready to help each other at all times.

Salary Plans for Salesmen

The brisk young man who won't work for a salary but wants a commission is apparently passing from the American scene, according to a survey recently completed by Harvard and the National Sales Executives organization.

Although there is great variety in the methods of paying salesmen, the trend is toward more combinations of salary and commission.

The survey covered the plans of 163 large firms. Of these, 114 now use a combination salary and incentive plan, 39 a commission and drawing account, and only 10 a straight commission. Of the 1,243 salesmen involved, 248 were paid on a straight salary basis, 293 on a commission basis, and 702 on some combination of salary and commission or bonus. Of firms using the combination plan, more than half had adopted it in the last ten years.

Other data: Salesmen of consumer goods average \$5,000 per year, whereas salesmen of industrial goods average \$6,200. Annual turnover, say managers, is about 10 per cent; and the average working week is 42.6 hours.



THESE FIFTEEN STUDENTS are one of three groups at Ossining (N.Y.) High School who learned typing on electric machines while their classmates worked beside them on manuals. Electric typists achieved 50 per cent greater speed and accuracy; and, when put on manuals, could operate them better than the students who had trained on them.



MRS. EWING conducted the experiment, gave electric students no extra attention, says: "When you demonstrate on an electric, you look like a champion."

Results of Teaching Electric Typing: Greater Speed AND Greater Accuracy

PRISCILLA EWING
Ossining High School
Ossining, New York

During the first semester of the current high school year, we conducted an experiment among our beginning typewriting students to determine whether teachers could expect to achieve in the average high school classroom, as Dr. John Rowe had in an experimental class conducted at Columbia University Teachers College,¹ superior results by using electric typewriters for training beginning students.

These are the facts our experiment uncovered:

- *Students trained on electrics* averaged in one semester, 10.6 gross words a minute higher speed than did their classmates trained on manuals.

- *Students trained on electrics* averaged 14.0 net words a minute higher speed than did their classmates on manual machines.

- *Students trained on electrics*, when transferred briefly to manual machines, could operate the manuals at an aver-

age of 2.7 gross and 1.0 net words a minute faster than the students who were trained on the manuals.

- *Students trained on manuals*, when transferred briefly to electric machines, averaged a gain of .6 gross words a minute and 1.7 net words a minute over their best previous manual records.

- *Students trained on electrics* averaged a net speed of 32.7 words a minute in one semester; this figure is 3.5 words a minute higher than the average of 29.2 net words a minute reported as the average of 1,135 manual operators at the end of a school year.² In other words, so far as basic skill that can be measured by five-minute timed writings is concerned, students do better on electrics in one semester than students do on manuals in a year.

These data have three points of spe-

¹ John L. Rowe, "Methods of Teaching Electric Typewriting to Beginners," BUSINESS EDUCATION WORLD, October, 1950, pp. 67-69.

² Albert Citron, "Record of 1,135 First-Year Typing Students on a 5-Minute Timing," BUSINESS EDUCATION WORLD, June, 1950, p. 520. Mr. Citron found an average net of 29.2 and an average gross of 40.5 words a minute on best-of-three five-minute tests given in May, 1949, to manual operators.

cial significance: (1) Electrics contribute to greater speed—which anyone familiar with electrics would guess, and as Doctor Rowe's earlier study indicated. (2) Electrics contribute even more notably to greater accuracy, a fact we believe has not been previously reported. (3) The day when the teacher of typewriting knew that some members of every beginning class would never be able to write at a speed greater than 25 words a minute is gone.

Let us report on and examine the details.

■ **Arrangements for the Experiment—** We have three classes for beginning typing students in our high school. The classroom contains 22 up-to-date manual machines, representing four different makes of typewriters. For the experiment, 15 IBM electrics were installed in the classroom.

The students were not selected for training on the electrics. The students simply came in the room, took seats, and were assigned to the machines at which they sat. All the students, at all the machines, were taught simultaneously, just as though the electrics were simply another make of machine added to the four already in the room. We used a standard typewriting textbook, making some adaptation of the initial learning lessons.

- *No special equipment* other than an installation of electrical outlets was

used. Wall plugs were set up so that each machine could be plugged into its own socket. The installation took a workman about two hours.

• *No special teaching methods* were employed in behalf of the electric machines. Having the electric in the room did not particularly complicate instruction; the presence of four makes required diversified demonstrations, anyway. The writer gave some demonstrations on the IBM, but did not give any more special instruction or demonstration for it than for the other makes of machines in the room. (Demonstrating on an electric, incidentally, is a pleasure; it makes you look like a champion.)

The students were shown how to plug in the electric machines, with emphasis on verifying that the off-on switch of the machine was clearly in the off position before inserting or removing the plug from its socket.³ Because of the lower plane of the keyboard slope, students were given a separate demonstration of correct finger and hand position. A few drills were given also in typing the Experts' Rhythm Drill, to encourage development of "feather touch" control.

Instruction in correct use of the carriage-return key, again, differed somewhat from that given the manual operators. The electric operators were merely given a demonstration and a brief drill; the manual operators, of course, had to be given several demonstrations and a great deal of drilling on throwing the carriage without looking up and on returning the hand correctly to writing position.

In teaching the use of the tab key, the backspace key, and the shift keys, the instructional situation was comparable. Manual operators had to be drilled in the orthodox manner with which all teachers are familiar; electric operators needed but a demonstration and a trial practice session before putting the new controls to use.

■ **Achievement of the Electric Typists**—Eighty-nine students were involved in the experiment: 45 on electrics and 44 on manuals. Since some of the students were absent on days when progress was tested by timed writings, the records in the tables are based on the achievement of those students for whom complete records are at hand—37 manual operators and 41 electric operators.

(Of the missing eleven students, three missed all tests; the other eight were about average—those in the manual group tended to be slightly below average. The absence of statistics on these eleven students does not affect the data.)

• *At the end of 21 class periods* of 45 minutes each, the electric students

W.A.M.	ELECTRIC OPERATORS				MANUAL OPERATORS				W.A.M.
	Gross on Electric	Net on Electric	Gross on Manual	Net on Manual	Gross on Manual	Net on Manual	Gross on Electric	Net on Electric	
54-55	xx								54-55
52-53	xxxx	xx							52-53
50-51	xx	xxx							50-51
48-49									48-49
46-47									46-47
44-45	xxxx	x							44-45
42-43	xx	x	xx						42-43
40-41	xxx	xxxx			xx		x		40-41
38-39	x	xx	xxxxx	x	x		xxxx		38-39
36-37	xxxxx	xx	xxx		xx		x	x	36-37
34-35	xxxx	xxxx	xxx	xx	x	x	xx	x	34-35
32-33	xxx	xx	xxxxxx	x	xx	x	xx	x	32-33
30-31	xxxxx	xxx	xxxxxx	xx	xxxxx		xxxx	x	30-31
28-29	x	xxxx	xxxx	xx	xxxx	xxx	x	xx	28-29
26-27	x	xxxx	xxx	xxx	xx	xx	xxxx	xxxx	26-27
24-25	xxx	xxx		xxxxx	xxxxx	xxx	xxxxxxx	xxx	24-25
22-23	x	x	x	xxx	xxxxx	xxx	xxxxxxx	xxxxx	22-23
20-21		xx	xxxx	xxx	xxxxxx	xxx	xxx	xxxx	20-21
18-19			x	xxx	x	xxxxxxxxx	x	x	18-19
16-17		x	x	xxx	x	x	x	xxx	16-17
14-15		xx		xxxx		xxx		xx	14-15
12-13			x	x		xxx		xxxxxx	12-13
10-11			x	xxx		x			10-11
8-9				x				x	8-9
6-7				x		x			6-7
4-5								x	4-5
2-3						x		x	2-3
0-1				xxx		xx			0-1
TOTAL	41	41	41	41	37	37	37	37	TOTAL
AVERAGE W.A.M.	37.7	32.7	29.8	19.7	27.1	18.7	27.7	20.4	AVERAGE W.A.M.

Scores of those started on electrics (left) vs. those started on manuals (right).

averaged 28.1 wam on three-minute writings, with 1.6 eam. Eighty-eight per cent of the electric operators typed at 20 or more words a minute, while only 38 per cent of the manual typists could type at 20 or more.

• *At the end of 43 class periods*, the electric students averaged 35.1 gross wam on three-minute writings, with 1.3 eam.

• *At the end of the semester*, after thirteen weeks of instruction, one period a day, the electric students averaged (see the table) 37.7 gross and 32.7 net words a minute (10-word penalty) with an error ratio of .6 eam. This achievement was measured by a five-minute timed writing on a UBEA "Student Typewriting Test," with a 5.77 stroke intensity. (This is fairly difficult copy; it is possible that all students would have averaged two or three words a minute higher speeds on Kimball or Competent Typist matter.) The students had only one opportunity on the test, but the test material was previewed by a two- and a three-minute writing and a minute or two of preliminary corrective practice.

■ **Achievement of the Manual Typists**—The achievement of the manual operators consistently lagged behind that of the electric operators. As the table indicates, the manual operators achieved, on their five-minute test in period 60, an average of 27.1 gross words a minute, of 18.7 net words a minute. This achievement is about normal for manual typists in the beginning course.⁴ It

is cited here simply to highlight the achievement of the electric typists, who averaged 10.6 more gross wam and 14.0 more net wam on the same test material and after having had identical training.

■ **Achievement of Electric Typists on Manual Machines**—In the final week of the semester, all electric operators were transferred to manuals and all manual operators were transferred to electrics. They had a week of practice and were tested again, on new UBEA material.

Again, the ease of operation of the electric machines was apparent. On manual machines, the electric operators dropped 7.9 gross words a minute (from 37.7 to 29.8) and 13 net words a minute (32.7 down to 19.7), which indicates a decrease both in speed and in accuracy.

At first impression, that decrease seems sorry; but another fact compensates somewhat for it: Despite the complete inability of three students to adjust so quickly—in five periods—to the manuals, the average of the electric operators was higher, in both gross and net, on the manual machines than was the achievement of the manual operators who had been trained for a whole semester on those machines. Compare:

Electric students' gross on manuals 29.8
Manual students' gross on manuals 27.1
Electric students' net on manuals...19.7
Manual students' net on manuals...18.7

■ **Achievement of Manual Typists on Electric Machines**—Whereas the electric students lost in both speed and accuracy, at least temporarily, when transferred to the manual machines, the manual operators gained in both speed and accuracy when shifted to electrics and given five periods of practice, then a test.

³ This precaution is necessary where D.C. current is used. Electric machines powered with D.C. motors have a protective fuse, which may burn out if the motor is "on" when the plug is inserted in the socket. The precaution is not necessary where A.C. current is used.

⁴ Probably above average, but hard to tell because few figures are available, and those that are, are for the regular 90-period or 80-period semester instead of for 60 periods, as at Ossining.—Editor.

They gained .6 words a minute in gross speed (from 27.1 to 27.7 wam) and 1.7 words a minute in net speed (from 18.7 to 20.4), additional testimony to the fact that the electrics are not only faster to operate but also easier to operate more accurately. Those are average figures. Actually, two students achieved the identical net, twelve lost some net words a minute (ranging from 1 to 12 wam), and twenty-three gained net words a minute (ranging from 1 to 15 wam). Analysis of these gains and losses in nets show that—

- 14 made more errors
- 18 made fewer errors
- 5 made same number of errors
- and that
- 19 made higher gross w a m
- 13 made less gross w a m
- 5 made same gross w a m

Observations on the Transfers—It was extremely enlightening to observe adjustments to machines. The switches were easy, effortless, and exciting. A few demonstrations, like those given at the beginning of the semester, were sufficient to acquaint the students with their new machines.

There was no difficulty in adjustment on the part of the manual operators; they quickly became accustomed to the carriage-return key and to the difference in touch. The electric operators who had been transferred to manuals had little difficulty; they soon got the feel of the keys and the habits of correct carriage-throw. In general, the stroking of the electric operators was much better on the manual machines than that of students trained on the manuals; it seems that the easy, natural stroking developed so readily on the electrics can be transferred without any loss of typing skill to the manual machines.

A reaction poll taken at the end of the transfer period showed that every student who had taken part in the transfer considered the electric typewriter the superior machine.

The transfer, although temporary, proved immediately beneficial. Returned to their own machines, the electric operators appreciated more fully how easy their machines are to operate; and the manual operators noticeably improved in speed, accuracy, and stroking technique as a result of their five periods on the electrics.

Conclusion—Teachers of typewriting certainly need not hesitate in recommending electric machines. There is no need for a change in teaching methods. Electric machines—1, 2, or 15—can be taught with outstanding success in the same classroom with the manual machines. Motivation reaches a new high. Teaching time is saved. Progress is faster, surer, more exciting.

Teachers can expect electric typewriting to have a tremendous impact on their daily work in teaching typewriting. Students will be able to attain a reasonable skill in a much shorter time; and there will be fewer failures, since the electric machine surmounts most of the skill-building obstacles of the manual machine.

You will find the electric a fine remedial instrument, too, as did our manual operators.

With better results in a shorter time, it is possible that typewriting can be offered to a larger segment of the school population.

If you're planning for the future, plan for electric typewriters.



SINCE WRITING the accompanying article, Miss Hitchcock has left teaching and is operating, as the picture indicates, her own grocery store. It is a "Red & White" store—the "Park It Market"—at 414 West Buffalo Street, Ithaca, New York. "I'm making my own job breakdowns now," she wrote to BEW. Job breakdowns are a part of—

Five Steps for Coaching Individual D. E. Students to Better Job Efficiency

LOUISE S. HITCHCOCK
Formerly State Teacher-Trainer
for Distributive Education
Fairmont State College
Fairmont, West Virginia

The Problem—One of the ever-changing, ever-present, and always challenging problems that face a distributive education co-ordinator is finding a way to give sufficiently individualized instruction to meet the daily on-the-job needs of each of the fifteen to twenty-five students in his group.

Every student has a different job; day by day, his activities differ accordingly. There are, of course, many common elements in the needs of the group; but, in distributive education,

where the student holds a job almost from the very beginning of his course, it is highly important that each student have special coaching directly related to his work.

• *Added to this functional educational problem is a financial one.* Distributive education programs are reimbursable from Federal vocational-education funds on the condition that the classroom instruction be directly supplemental to the daily needs of the student's work experience.¹

• *Since the George-Deen Act went into effect thirteen years ago, much has*

¹ "Instruction . . . must be limited to vocational or related distributive subjects which are supplemental to the daily employment." Vocational Education Bulletin #1, U. S. Dept. of the Interior, Office of Education, 1937, p. 66.

been done by co-ordinators to develop courses of study that would be effective in increasing the job efficiency of beginning workers in distributive occupations.

Attracted to teaching from retail positions, the first co-ordinators had a realistic background from which they drew heavily for course materials. Under the various state organizations, and through regional agents from the Federal office, considerable leadership and interchange of course and source materials were effected. Many serious attempts have been made to give shape, form, and standardization to the increasing volume of materials developed in distributive education programs all over the country.

Standardization is important, but the immediate need is for a method of giving specialized instruction for individual job needs. All students need the standardized course; but each one also needs specific help today and tomorrow, perhaps way ahead of the standard schedule, or perhaps not included in the schedule at all.

By dint of much experience, study, plagiarism, and attempts to prepare teachers for distributive education positions, the writer has finally put together a simple, workable five-step method for meeting the problem of individualized classroom instruction that directly supplements the daily work experiences of the student. These steps are briefed below.

THE FIVE-STEP METHOD

Step 1. Find out what jobs the student is performing at his daily work.

Step 2. Find out where training is needed.

Step 3. Make job analyses.

Step 4. Train the student for job mastery.

Step 5. Check for improved job efficiency.

■ **Step 1: Find Out What the Student Is Doing**—The best system the writer has seen in operation for finding out what the student is doing and how often he is required to do it is the Job

Training Record developed in the Florida distributive education program.

• A form is used, as shown here. The student fills in the part shown in italics.

JOB TRAINING RECORD

Store: *Hartley's Dept. Store*
Department: *Men's Furnishings*
Student: *Louis Graziano*
Supervisor: *Mr. Buyer*

Job Activities	Actual Dates Worked										
	2	3	4	6	7	8	9	12			
1. <i>Selling</i>	x	x	x	x	x	x	x	x	x		
2. <i>Marking</i>	x							x			
3. <i>Place new mdse. in stock</i>	x		x		x			x			
4. <i>Use tube</i>	x	x	x	x	x	x	x	x	x		
5. <i>Arrange stock</i>	x	x	x	x	x	x	x	x	x		
6. <i>Errands</i>	x		x	x		x		x			
7. <i>Cover mdse.</i>	x	x	x	x	x	x	x	x	x		
8. <i>Wrap packages</i>	x	x	x	x	x	x	x	x	x		
9. <i>Fit customer</i>	x	x		x		x	x	x			
10. <i>Tally sales</i>	x	x	x	x	x	x	x	x	x		
11. <i>Mail packages</i>	x		x		x			x			

• The student fills in the information on the form, which is duplicated. He fills in dates only for the days he works. He may write in the job activities in any sequence; he is instructed to write in the activity only once, and simply to check it on successive days if it recurs. When he finishes one sheet, he is given another.

• Activities vary greatly for the individual student. The duties of the student whose record was illustrated in part included:

1. Certain jobs that were performed every day: sell, use cash tube, arrange stock, cover merchandise, wrap packages, clean and dust off tops of display cases, tally sales, answer the phone, and prepare packages for delivery.

2. Certain jobs were performed frequently, but not every day: to place new merchandise in stock, to run errands, to fit customers, to make gift suggestions, and to mail packages.

3. A few activities were performed only occasionally: mark merchandise, use marking machine, unpack merchandise, refill the tape machine, pack seasonal merchandise for storage, and make adjustments.

An imposing array of jobs, all completed in fifteen days of work! An imposing array of jobs that might never have been comprehended without the preparation of the Job Training Record.

■ **Step 2: Find Out What Training Is Needed**—There are many ways to find out where training is needed. With the Job Training Record in hand, the co-ordinator may confer with the store supervisor and ask which of the listed

activities are being performed satisfactorily and which require more training.

The co-ordinator does two other things, too: He personally observes the student on the job, and he decides whether efficiency can be increased; and he also asks the store supervisor to check with him a Periodic Rating Sheet, possibly a duplicated form like this:

PERIODIC RATING SHEET

Actual sales	1	2	3	4
Stock keeping	1	2	3	4
Knowledge of merchandise	1	2	3	4
Handling of system	1	2	3	4
Appearance	1	2	3	4
Handling of customers	1	2	3	4
Selling efficiency	1	2	3	4
Attitude toward job	1	2	3	4

Ratings: 1: Not as good as average beginner; 2: Compares favorably with most beginners; 3: Compares favorably with experienced people; and 4: Better than experienced people.

Since the Periodic Rating Sheet is used only once each four or six weeks, the co-ordinator must, of course, confer more frequently with the store supervisor to obtain, orally, his opinion of the student's work.

Caution should be observed that the store supervisor be urged to give more than a perfunctory estimate of the student's efficiency. Some supervisors are very lenient and tolerant of sub-standard work; others hold strictly to an impossible ideal worker they once knew, who "was a humdinger" . . . "a whizz" . . . or . . . "a natural."

If the co-ordinator puts across the ideas that (1) a serious effort is being made to develop efficient workers; and (2) that minimum standards (if known) will be met *early* in the year and higher standards later, store supervisors will do a more conscientious job of rating the work of distributive education students. Working with the supervisors also on Step 3 increases their respect for and interest in the program.

■ **Step 3: Make Job Analyses**—Now the co-ordinator knows which job activities need attention in the training program. Depending somewhat on his own background of store experience and somewhat on the ability and cooperativeness of the store supervisor, either or both co-ordinator and supervisor may now analyze the particular jobs in question to find out *what* should be done and *how* it should be done.

• If at all possible, it is strongly recommended that the store supervisor aid in making the job analysis. It should be remembered, however, that if he doesn't know what a job analysis is, the co-ordinator should not talk down to him. The supervisor is the "expert" on this job, the "consultant." He is the only one who knows just how *his* store wants it



"—and always bear in mind you're working for Goody."

done. The co-ordinator can set up the analysis only with his help.

• *The simpler the form* for such a job analysis, the better—for obvious reasons. It does not take a co-ordinator long to build a helpful file of job analyses if they are organized in the usual "What to Do" and "How to Do It" arrangement and duplicated so that each student may have a copy of each analysis helpful to him. The following is part of a job analysis for the personnel manager (student) of a school store:

JOB DESCRIPTION: The personnel manager is responsible for hiring, training, and supervising all store workers. In addition, he should be especially alert to provide workers for unusual store hours, for examination periods, and for changing schedules at the beginning of each semester.

WHAT TO DO	HOW TO DO IT
1. See that the counter is covered at all times.	a. Keep two schedules of workers' hours—one at counter, one in personnel file. b. Have alternates ready for every hour, in case workers are ill and don't report to work. c. Maintain personnel file at all times: name, address, phone, and free-time schedule. d. Check at the store frequently.
2. Provide change when needed.	a. Carry change with you daily, if necessary. b. Check at store frequently.
(etc.)	

The job breakdown may be considered as an outline, with its main topics in the left-hand "What to Do" column; its subtopics in the right-hand "How to Do It" column. Performance standards can, in some job breakdowns, be provided as a footnote to the form.

• *It can readily be seen* how important as well as how advantageous it is for the store supervisor to work with the co-ordinator in telling *how* the job should be done and in establishing the standards of work he expects. A helpful by-product of such an analysis is often that, for the *first time*, the store supervisor sets an actual standard that can be checked and that remains constant because it is written down.

■ **Step 4: Train the Student for Job Mastery**—To the co-ordinator who has studied job-instruction training, the system for training students to master jobs is a simple matter of developing a unit of instruction from the job analysis. An application of this system to a hypothetical case is reviewed briefly here.

From Step 1 and Step 2, the co-ordinator decides (a) who needs the training and (b) what training is needed. From Step 3, he finds out (c) how the job should be performed and (d) the degree of efficiency required by the store. Then (e) he makes a job-instruction

plan for the training unit and secures (f) materials suitable to use in the instruction. He must determine also (g) *when* the instruction can be given.

The importance of training the individual when he *needs* help has already been emphasized. In an effort to cover a specified group of topics in logical sequence during the semester or year program, the co-ordinator should liberally intersperse his schedule with "cushion days," which may be devoted to individualized work. In use in West Virginia is a four-day plan for covering small units of work, such as a chapter in the text, leaving the fifth day for conferences and other individual work.

• *The actual training procedure* will be found highly effective if the standard four-step method found in the Job-Instruction Training Outline is followed. For example, let us say that the student is weak in suggestion selling (a favorite criticism of store supervisors). The training plan might look something like this, but arranged in complete outline instead of paragraph form:

JOB-INSTRUCTION TRAINING OUTLINE

A. PREPARATION OF LEARNER: (1) *Mental*—find out what the student already knows; ask, "What is suggestion selling?" (2) *Emotional*—"Why is suggestion selling important to you? to your store?" (3) *Physical*—have several items of merchandise handy with which to demonstrate.

B. PRESENTATION:²

(1) *When* should suggestions be made? Three situations: (a) when the customer doesn't know what he wants, (b) when you do not have what the customer asks for, and (c) when you have something that will "go with" the first purchase of some "special value."

2. *How* should suggestions be made? Three situations: (a) suggest and show goods at the *same* time (don't ask *whether* the customer wants it—*show* it); (b) give good reasons for buying; and (c) suggest in a positive manner. DO say: "Here is a . . . It will go with your . . ." and "This new . . . just came in" or "We have a special on . . ." DO NOT say "You wouldn't want a . . . , would you?" or "Anything else?" or "Something else?"

3. Co-ordinator now demonstrates how to suggest, using merchandise, in each of the situations. Student may play the role of customer.

C. PRACTICE: (1) Ask if student understands how to suggest; encourage questions. (2) Have student play the role of salesperson in each of the situations while co-ordinator becomes the customer. (3) Give encouragement and help during the practice period.

D. TEST: (1) Ask questions to see whether student understands why and how he should suggest. (2) Ask student to demonstrate once more with different merchandise. (3) Tell student you will expect him to suggest on the job, you expect his sales to increase; tell him you will observe him at work and will check also with his supervisor.

² Hitchcock, Louise S., *Applied Retailing*. New York: Prentice-Hall, Inc. (1948), p. 69.

Merchandising Manuals

The Research Bureau for Retail Training at the University of Pittsburgh has just published revised editions of ten Merchandise Facts Manuals for use in training salespeople—both present and future. The series is twenty years old.

Each booklet costs 25 cents—discounts for quantity purchases. The booklets vary from 24 to 44 pages, measure 4½ by 7 inches.

Topics: China and Earthenware; Foundation Garments; Handbags; Fashion Jewelry; Lamps; Lingerie; Man-Made Fabrics; Men's Ties and Other Accessories; Millinery; and Shoes.

■ **Step 5: Check for Improved Efficiency**—Again the co-ordinator will observe the student at work. Again he will confer with the supervisor. Again the job training record and the periodic rating sheet will be examined and evaluated. There should, of course, be signs of improvement. Reteaching may be in order before perfection is reached.

• *Psychologically*, this five-step method is good because of its effect on all parties concerned. The student knows that attention is being focused on, let us say, suggestion selling; and he is stimulated to make a good showing. The store supervisor centers his attention on that item, and will be more apt to notice the performance of the student. The co-ordinator has singled out this item for special training, and has made a standard of efficiency crystal clear to the student.

• *It must be emphasized* that getting the raw material for the type of instruction described in this article takes not only foot work but head work, a pleasing personality, and lots of patience. Allowing time in the classroom for this "coaching" work must also be stressed. It takes careful planning of the year's work to fit in the regular, standard topics for instruction and still have plenty of time to meet the needs of individuals.

■ **Conclusion**—The problem of giving needed individualized training is not only important but is part of the fascination and satisfaction of co-ordinating a distributive education program. Sixteen-, seventeen-, and eighteen-year-old students are like clay in the hands of a skillful co-ordinator. They are readily motivated to do good work, and often develop during one year into competent workers and well-adjusted citizens. Co-ordinators who have tried this method have been richly rewarded. It is worth a try in every distributive education program.



KATHLEEN FLOOD
North Texas State College
Denton, Texas

I have had the deep satisfaction of successful results that comes to a teacher rarely during the years of teaching: the thrill of seeing whole classes do better, far better, than ever before. This satisfaction is one that has grown out of my use of Royal's "Right-At the Start" in my typing classes for beginners, advanced students, and remedial learners.

Like so many other typing teachers the nation over, I heard about the film, reviewed it, decided to try it in my own classes. When first I showed it, I had a hopeful, though uncertain, attitude; it was different from the usual run of typing films. Would it work for me or would it be a waste of precious time? Would it do more for my class than I could do in the same minutes? My doubts disappeared before I had completed showing Reel 1. It did "work"; it did do more for my students than I could.

■ **Learning to Use the Film—"Right-At the Start"** isn't an ordinary film. You and your students don't simply turn it on, watch it, be stimulated by it for a period or two, then forget it, the way you do the usual typing film. It is a *working* film. You teach with it. You stop it and start it. The students type with it, in places, after seeing just how what they are to do is best done. It is a teaching tool. Because it is a different kind of film, learning how to use it best was something of a challenge.

• **Prepractice on Drills.** One of the problems that was uppermost in my mind was how to determine the best method for practicing the drills typed by the demonstrator and then by learners *with* the demonstrator. For example, the student sees the demonstrator on the film type *juj frf* etc.; then the demonstrator repeats the drill while the

Editorial Note

When the Royal Typewriter Company produced its matchless film, "Right-At the Start," in the fall of 1949, BEW heralded the production as a "typing teacher's dream." It is a teaching film, not a "watch the expert do it better than you ever can" shot-in-the-arm film. Each of its nineteen sequences provides a close-up lesson dealing with one phase of learning the keyboard. Each sequence provides animated explanations, an expert demonstration, and drill activities for the learners to perform with the demonstrator.

Now that the film has been purchased by hundreds of schools, rented by thousands, and viewed at conferences and conventions by tens of thousands of business teachers, BEW thought it appropriate to ask a successful teacher exactly how she uses the film. So—

How I Use the Royal Film, "Right-At the Start," in My Typing Classes

students are supposed to type the drill with him. The problem is for the student to know what the drill is.

I considered the possibility of flashing the lines of copy above the screen by the use of the opaque projector; a little thought on this plan showed its fallacy. Looking at the line of drill would take the students' eyes and attention away from the picture being shown.

Then I thought about writing the drill lines on the blackboard, but here again the purpose of the film would be defeated because the students would not be looking at the demonstrator's hands as they typed.

My next suggestion provided the answer. I duplicated the drills, gave a copy to each student, and developed a prepractice routine.

• **First of all**, I show the class Reel 1 and Reel 2, which deal with operating techniques in general—inserting paper, setting margin stops, noting the difference between pica and elite type, observing the correct carriage-throw method, sitting properly, etc. Then, while I rewind Reels 1 and 2 and get set for the first sequence (Sequence 5) on Reel 3, the students practice the drill line on their duplicated sheet for Sequence 5. I know in advance what the drill is, of course, for each drill is given in the Teacher's Guide that accompanies the film.

By the time the slowest student has written the line several times, Reel 3 and Sequence 5 is ready. Out go the lights. The class watches the film; and, when it reaches the point where the class is to type, they are ready, willing, and able to type in cadence with the demonstrator. They experience a new kind of thrill in typewriting.

At the end of the short Sequence 5, we turn on the lights again; and, while

I rewind the film to the start of the sequence, the students practice the drill line again—but how much better! Just like the demonstrator, with crisp, sharp strokes, an even pace, and fine technique. Then we reshow Sequence 5, and there is a marked improvement in the manner in which all members of the class are able to keep their keys clicking right along in the tempo set by the demonstrator. The students who "come out even" with the demonstrator are truly triumphant.

"Once more!" they beg.

• **Even with beginners**, the teacher is sure to be amazed and to share their excitement. The teacher notes that there is no tendency to look at the keys. Why should a person look when the lights are off and the keys on the giant typewriter on the screen hold his attention? It does my heart good to see and to hear the carriages returned in the proper manner—"thrown," not "escorted."

• **This same procedure**—to practice the drill that will be shown in the sequence, to type it with the demonstrator, to practice the drill while the sequence is being rewound for the second showing, then to type it again (and ever so much better) with the demonstrator in the film—is the one I use with each of the Sequences from 5 through 19.

To make it easy to find the place on the film to which it must be rewound for the reshowing of any sequence, I simply insert a slip of paper as I start showing the sequence; then I rewind to the slip.

• **Physical Setup in the Room.** I have heard some typing teachers say that they hesitate to use a film in a classroom because of the physical difficulty of setting it up. This problem took careful thought on my part, but it was

solved in part by turning the typewriter keyboard chart (a standard piece of equipment in typewriting rooms, surely!) to the wall, thereby producing an excellent white screen—the back of the chart.

The next detail was setting up the projector. Where would I find a table of the correct height and durability to hold something as heavy as a movie projector? The demonstration stand for my typewriter was my ready and satisfactory answer. All I had to do was roll it to the back of the room. After the first time, I knew exactly to which knot in the flooring to move it!

■ **Using the Film with Beginners**—It is very easy and most exciting to use the film with beginners; after all, "Right-At the Start" is designed for them. Although I use a standard text for the lessons that follow the introduction of the keyboard, I use the film and its drills as my course of study for the keyboard introduction.

In the manner described in the foregoing, using the prepractice drills, we quickly and thoroughly master the elementary techniques and the reaches to the alphabet letters.

Although I have worked with many classes of beginning typists, I have never before enjoyed such excitement and success as I have with the film. There is neither opportunity nor inclination to look at the keyboard; the habit is never started and so never has to be drilled out. In the darkened room, the students have a feeling, they tell me, that the demonstrator's machine and hands are somehow superimposed on theirs. Typing in the darkness, impelled and carried by the commentator's voice and the demonstrator's hands, the learners have no nervous-

ness or hesitation; and in the place of these unsettling feelings are confidence, rhythm, and correct stroking.

The photographic expedient of blacking out all keys on the screen close-up of the machine—all except the ones needed for the immediate drill—prevents any student from making errors in locating the proper keys—even in the darkness. This skill, positiveness, certainty, carry over even to the time when the markings on these keys, too, disappear and the demonstrator's hands are shown on a blank keyboard.

If I were asked to list the results that might be directly attributed to the use of "Right-At the Start" in my beginners' classes, I should certainly include the following: confidence; absence of hesitation in stroking all the keys; notable increase in stroking rates; an equally notable increase in accuracy; efficient handling of machine controls from the very outset of instruction; and, by far the best of all, a spirit of enthusiasm, a feeling of relaxation, and a sense of achievement by each member of each class.

■ **Using the Film in a Remedial Class**—"Right-At the Start" has given us remarkable results in our remedial typewriting course.

• *This course may be unique.* During each registration all incoming students (both freshmen and transfers) are given a placement test. Students whose records show that they have had no previous instruction are placed in the beginning class. Those who have had some instruction are screened by the test (three timed writings, an objective test on the techniques covered in an ordinary typing course, and a questionnaire about the student's typing and personal background), and the

superior students are placed in an advanced class while all others are put in the intermediate (or remedial) class.

The students in this last group may be typing at any speed from 1 to 39 net words a minute. Many of them score at zero. Many of them have serious technique faults. All of them need remedial instruction.

Until I obtained the film, I always used selected exercises from the textbook for this remedial work; but now I use "Right-At the Start." It is the best method I have ever used; and our success with it suggests that other schools that have, or need, remedial or refresher courses might be wise to consider using the film for the purpose.

With the film, the learning and relearning of the skills and techniques are far more rapid and resultful. The students definitely learn the *proper ways* to do the things that are taught by the film.

• *From the first day* when the remedial class walked into the typing room to find the projector set up, right up through the last instant of Sequence 19, confidence, enthusiasm, and rapid progress pervaded every effort. No more looking at the keys; no more faulty techniques of stroking and of spacing and of carriage returning. Each student felt that he had received individual guidance and help from the demonstrator on the screen.

We could advance through the series of sequences more rapidly in this class than with the beginners, of course; so, for the first six periods of the course, we used one (of six) reel each day and finished out the period's practice with a timed writing.

With the most recent group of 25
(Continued on page 464)



The film is characterized by extraordinary photography, with close-ups that every student can readily see.



THE EDWARD LITTLE HIGH SCHOOL at Auburn, Maine, uses the Royal instructional film "Right-at-the-Start" to facilitate and speed the teaching of typing to its students. Standing at right is Russell D. Carrol, director of the school's Audio-Visual Aids Department.

From City Slums

Suppose the students in your classes worked at night . . . or had to plead for school fees and dues, squeezed out of a family relief check . . . or had to use the side of a bed as a dining table . . . or had attended double-shift elementary schools and gotten only half an education before coming to high school . . . ? You'd then care about—

Sociological Factors in Constructing a General Business-Training Program

CHARLOTTE BOREN
Phillips High School
Chicago, Illinois

I am not satisfied with an elementary business-training program offered in the ninth grade. If you taught in one of these slum areas that the economists call "blighted," you wouldn't be satisfied with such a course, either. You'd believe, with me, that there is a great need for a general business course—of the right kind—that should be offered just before graduation. You'd believe this for good, sound pedagogical reasons. You'd believe it fervently, too, for sociological reasons.

■ **What Does "Business Training" Consist Of?**—Deciding what should go into a high school elementary business-training course of study raises the problem of exactly what is the purpose of such a course.

Are we trying to give boys and girls a general background in business? Are we trying to lay a basis for those who go on in the skilled commercial subjects? Are we trying to satisfy business demands? Are we simply listening to taxpayers and trying to meet their requests?

• *Can a business background be "general"?* The answer, it seems to me, is, "Not very general." Ideally, there is no place for generalities in business; things are specific. The more specific and definite they can be, the more successful business people usually are—and I use "business people" for the whole gamut from the financial executive to the efficient housewife.

• *If we want a foundation* for the skilled commercial subjects, and if we offer the basic course in business training to provide that foundation, then we need to stress only the mathematical and precision sides of the subject matter.

• *What the Businessman Wants.* What does he want? Basically, he wants his employees to be highly trained in the technical lines for which he has employed them.

• *The Taxpayer?* The attitude of the taxpayer to our course of study can

best be summarized by reporting the statement of a parent who called to see me because I had given his son a failing grade on the unit on Travel.

Said he, "It ain't necessary that you waste two weeks of my son's time teaching him how to travel. You teach him how to make money; then he can ride on a train and learn for himself."

This statement might be called a precise summary of a philosophy that has been considered "not quite the thing" with which to inspire our school work; however, to the outsider looking in, the basic idea suggested by the nomenclature of the course is that those who study it will learn how to be financially successful in the most-near future.

Students think that. The title is important. Slum-area boys and girls sign up for the course bearing the "money idea" name of *business training*.

■ **Inadequacy of Ninth-Grade Course**—No one in the world needs a general business-training course more than slum-area children do; but the ninth-grade elementary business-training course *isn't* what they need.

• *Dumping Ground.* In many school systems the ninth-grade course is pretty much of a "filler in." A pupil comes up from elementary school. He is tested. It is shown that he is not quite bright enough for algebra and would be positively unhappy in a modern-language course. Well, the poor fellow does have to have four majors; so, since all the shops are crowded, in he goes to business training.

• *Testing Ground.* If the pupil hints that he is thinking of taking stenography or bookkeeping, he's sure to end up in business training on a see-if-you-will-like-business basis.

But the course proves a disappointment to many. The students don't want to be dumped or tested. They expect something technical, something unusual, something that will boost them—*financially*, of course—over others not fortunate enough to have been "guided" into the course.

• *It is folly* and face-losing to stress that a major purpose of the course is to understand "everyday business prob-

lems." What problems? Naturally, we tell the students that even at their age they consummate business deals when they buy things and that even when paying for their lunch they perform a business transaction. Of course they do. But teen-agers look upon such simple truths with utmost disdain. That isn't what they came to our course to find out. They came to learn how to make money; and they aren't learning, they feel, when we tell them they are consumers. The past history of money is of no interest to them; the future history is—and how fast money can get into their pockets is their concern.

Slum-area children are much brighter in the ways of the world than more fortunate children their own age. They take fewer wooden nickels and are more money conscious than any other group of people—no ages barred. They know the value of money as it applies to bread and meat loaf, not just extra scarfs.

Youngsters harden beyond their years when matters like a dollar workbook, a fifty-cent gym fee, or material for a clothing class depends on a monthly relief check. In fact, it can set them back many weeks in their school work, because the taxpayers' donation to their family comes but once a month—and it can hardly help but be spent well in advance of receipt.

• *Vocational training* is what they need. When "junior" business training was first started, its title was honest: The course was intended to help boys and girls who would be unable to finish high school to get clerical positions of junior standing.

Today, of course, there is hardly an office manager who, knowingly, will hire a general clerical worker who has not received a high school diploma. Thus, the once primary purpose of elementary business training is passé—on the ninth-grade level.

Yet a general course of vocational clerical training is more important than ever. It is needed most just before the youth goes into the outside world. Such a course must, naturally, be up to date and be more comprehensive than the elementary course now in vogue.

■ **Postpone Vocational Training**—Basically, what does the slum-area high school boy or girl need in his or her curriculum? Obviously, he needs a course which will enable him to earn a living. He has no family business waiting for him to take over; his family has no nest egg saved for his graduation so that he can run along to college and have a whale of a good time or can start himself up in business, even on a minor scale.

The slum-area boy and girl is on his and her own. He has to make his own opportunities and ways. Thus, not to see that he has a thorough course in

general business just before he goes forth into the world is negligence of the worst type on the part of the educators.

• *But Culture, Too.* But, much as he needs this basic-livelihood course, he needs, almost as much, a lot of work in the cultural subjects. It is the absorption of the latter that will permit low-economic-level boys and girls to rub shoulders with the members of a luckier social class they will meet from neighborhoods other than their own. But these "polishing" subjects should come earlier in the curriculum.

Often, we hear of successful businessmen who, although they have financial security, are uncomfortable in the social presence of others. They attribute their discomfort to a lack of adequate formal education. Naturally, there are a lot of us fellows who would swap some of our book learning for what the successful self-made man has. But, be that as it may, we do know an uncomfortable person when we are with him, and we have little difficulty picking out an uncultured person when he is in our midst.

A humble beginning or a crass background should not be obvious of anyone who holds a four-year high school diploma.

• *Circumstances Do Change.* Also to be tucked away in the curriculum-maker's thoughts should be the remembrance that a family's economic condition often changes—and not necessarily for the better.

A fourteen-year-old may start high school thoroughly assured that the financial means will be available for him to go to college. Then the wheel of fortune turns, and little, if any, money may be left. This unfortunate pupil needs a good, comprehensive business course to help him get a start in the outside world—just as much as the fellow who knew earlier in life that he should be prepared for a struggle.

■ *A Handhold on the Future*—We must not think, as some do, that a senior-level course limits a student's vocational future. For those whom Fortune has treated niggardly and whose future rests in their own young hands, the "entering wedge" philosophy is sound and represents one function of the course. That's why, at least in areas that are economically handicapped, a spot *must* be kept for an advanced, senior-level general business course.

When young people go forth into the world where they must make a living and hope to make a mark, they should be equipped—and before leaving high school—to find some place. If a man becomes a laborer, skilled or unskilled, he is in the business world. If a woman operates a rooming house, she

is in business. The business world is a life that must be prepared for by all people who do not expect to be dependent on others for support.

• *Training for Civil Service employment* should be one of the integral parts, one of the high lights, of the senior business-training course. For one thing, such training would result in upgrading Civil Service work; for another, Civil Service employment includes many positions that require little specialized training, that have a great turnover, and for which there is continuing employee demand.

The Postal Service is one example. If all the people who have worked in the United States Postal Service were stretched end to end, the rest of us would have a mighty big line to step over. And if all the people who have worked there and gotten ahead by studying nights and using accrued vacation periods for more study were lined up, we could fill a few Yankee Stadiums with them.

Work nights and study days, or work days and study nights! Not easy, but it can be done, as hundreds of professional persons can testify. But we must help our students qualify for the *work* that provides the income necessary to the *study*—and qualifying for work should be a prime objective of the general business-training course.

■ *The Educationally Handicapped*—Most teachers are not aware of or are not sympathetic toward the tremendous handicaps that some of our students bear as they come into our high school classrooms.

• *Consider the dilemma* of the child who comes from a slum area so congested that there is not enough physical space for him to go to school full time. In Chicago, some elementary schools in such areas use "double shifts." A child goes to school from 9 a.m. to noon; his class is followed by another that attends from noon to 3 p.m.

If a child is unfortunate enough to spend his entire eight years of school age living in the vicinity of a double-shift school, he gets only four years of education. Or, to put it in terms of clock hours, he goes to school 3 hours a day five times a week, or 15 hours a week; at 40 weeks per school year, his education totals 600 clock hours a year, or 4,800 clock hours for his entire elementary school life.

Meanwhile, the luckier child goes to school from 9:00 a.m. to 3:00 p.m., with an hour off at noon—for 5 hours a day, or 25 hours a week—thus getting 1,000 hours a year, or 8,000 hours for his eight years in elementary school. By simple arithmetic we see that the more fortunate fellow had 3,200 more school hours under his belt.

• *Do we wonder*, then, that the high school teachers of these children find boys and girls who cannot read on a ninth-grade level and who can barely do arithmetic fundamentals?

The masses of these unfortunates—what will you do with them in the classroom? If you apply business standards, as demanded by the outside world, you would fail 60 to 70 per cent of them, not to mention ruining your reputation as a teacher and putting the school into disrepute. So, if the student has exerted the least effort, you give him credit for the course; he accrues credits of that kind and, in due time, is given a diploma; then, later, he wonders why he does not succeed in the business world.

The dour aspects are endless. His having a diploma lowers the value of "legitimately" *earned* high school diplomas. He has a right to think he can hold a job; he has a high school diploma to show for his years in school and to prove he has credits in business courses.

■ *The Economically Handicapped*—Another serious problem confronting the slum-area high school child is the ignorance of educators on his problems and ways of life. High ranking educators (and if there are *any* exceptions, they are most rare) come from homes where there were cultural or scholastic heritages, regardless of how pinched the pocketbook might have been. They read reports, too frequently taken from secondary sources; visit settlements; do a year or so of social work, and then give forth with their judgments.

• *An expensive educational executive* visited our school while we were having a teachers' meeting. The 120 or so teachers in the audience had been voicing their opinions on an educational philosophy applicable to our students. Then the Great Educator got up to speak. He said we played too much on the excuse of economic insecurity as the source of our pupils' problems. Those who wanted an education would find a way! He cited a supposed-to-be-heart-rending example of a lovely sixteen-year-old girl who got up at 4:30 every morning to tend two furnaces so that she would have the means to complete her high school education.

The audience did not mellow, for in this particular school there are *scores and scores* of boys and girls who work eight hours a day or night after school hours, the 3:00 to 11:00 p.m. shift being the most popular. There are many more who *wish* they could find such employment. During the war years, it was impossible to arrange early programs for all those who could find employment. We have cases of girls who take care of a brood of

motherless younger brothers and sisters—who cook, sew, shop, and run a household for them—yet carry a full program at school.

Consider the member of our football team whose mother's body was found washed up along the shores of the river, leaving him without a known kin in the world, and with no money but what he could earn for himself. One of the gym men found him sleeping in the tall grass on the river bank. This boy had to quit school almost immediately, because the only employment he could find was an 8-to-5 job.

• *How do we know these students work long hours after school?* Naturally, they do not raise their hands for a count; they know on what side their bread is buttered. These young folks know that they should not be working full time; so do not announce it orally.

But when a student sleeps through an entire class period, not even wakening when he is shaken or when the bell rings, or when the sound in the hall of several thousand students changing classes does not arouse him, that is a heartbreaking indication of night employment. And when students forego attending a school movie—why would it be, but that they must get to work!

Or when the students' clothes are suddenly much nicer, and they give something to a school collection, carry full lunch trays, and have folding money, we can assume a job has been obtained. Individual ones confide in their favorite teachers. The results are known, but unofficially.

• *Teachers in the slum area* do not always understand the social problems behind their work. It all seems too incredible until they see conditions for themselves. Slum-area teachers cannot assume that every child has all the accoutrements of a conventional house. There should be at least one table in the house before a student is assigned homework. Many families have but one room, which contains beds and more beds—and the side of a bed serves, too, as "the festive board" for the family meals.

• *Social workers* can tell of other cases where basements are divided by blankets, which are used as walls. Certainly, in cases such as these, to give homework is folly. Pupils from such homes cannot do homework, so they sit in another teacher's class to do the first teacher's home assignment. For them there is no real chance for supplementary work at home. All teaching and learning has to be done during the school day.

• *The schools in the slum areas* have the problem, too, of a big turnover in faculties—teachers transfer from these blighted areas as soon as it can be ar-

ranged. There is no additional salary provision for teaching under these hard conditions.

■ **Conclusion**—In fairness to them, the slum-area boy and girl need and deserve a curriculum constructed for their special benefit. An advanced course in general business, provided in the sen-

ior year, would do much to give them some degree of vocational fitness.

If we do not provide such training, the majority of these children will have almost no chance of getting a job, and even the most select and most competent among them will need to take pot-luck—of the bottom variety.

Steps for Building Behavior

Last month, in Part I, the need for more effective methods in business education for developing adaptable workers was emphasized. The eminent psychiatrist, Dr. William C. Menninger, and the Committee on Preventive Psychiatry were quoted as suggesting that the Ojemann project at the State University of Iowa offers considerable promise in this area. The development of the plan and evidence of its effectiveness were presented. The present article, second in a series of three, is designed to clarify the distinction between the causal approach and the traditional "surface approach" to behavior and to present the steps in the use of the "dynamic approach" by the teacher.

A New Approach That Applies "Dynamics" for Personality Development (Part II)

KATHERINE HUMPHREY
Iowa State Teachers College
Cedar Falls, Iowa

The Ojemann plan for helping people develop adaptability and personality is one that goes deep into the motives by which persons are driven. It studies causes of behavior; and it suggests that teachers, informed of the causes, use the information to bring about improvement and development from the *very roots* of behavior rather than wear themselves and their students out by trying to "discipline" and "direct" improvement on the basis of superficial behavior patterns demonstrated by the students.

In presenting his plan, Doctor Ojemann uses the following equation as an explanation of human behavior: *Motivating Force + Resources + Immediate Physical Setting = Behavior*. Let us examine these elements and their relationship.

■ **Motivating Forces**—Psychologists have long recognized that maladjustments and mental illness may arise when the individual is blocked in meeting one or more of his basic needs—such things as the need for security, for recognition and affection, for a feeling of worthwhileness, for physical activity and satisfactory work and play, and for new experiences.

Some educators advocate that children be reared with very little correction of behavior because of the danger of damage to their personalities if they are thwarted in their attempts to meet

their needs. The fallacy in this school of thought is, of course, that environment cannot be controlled to the point that everyone's needs are always met in every situation. What children, and adults as well, have to learn is *how to handle situations in which their needs are apparently blocked and how to handle situations in which the meeting of one of their needs seems to block the meeting of others*.

As indicated in the behavior equation, Doctor Ojemann believes that all behavior arises from an attempt by the individual to satisfy one or more of the basic needs ("motivating forces"). These are the universal needs already mentioned. The motivating forces are common to all and cannot be changed.

These forces are, in and of themselves, desirable. For example, there is nothing undesirable in the need for recognition; it is only when an individual selects an undesirable *method* for meeting the need—such as bullying or fighting—that trouble arises. While the need is acceptable, the bully or fighter has selected a method for meeting his own need that will immediately block the needs of others and that will, in the long run, block the satisfaction of other needs for himself.

■ **Resources and Immediate Physical Setting**—As indicated in the equation, motivating forces alone do not determine behavior. Two individuals, in attempting to meet the same need, may select entirely different forms of behavior. The reason for this is that the resources at the disposal of the individual

and the immediate physical setting in which he is placed both have their influence on his choice of behavior.

Resources may be defined as the abilities, skills, knowledges, past experiences, ideas, and attitudes that are at the disposal of the individual in his attempts to meet his needs. For example, a pupil who finds that he can gain recognition at school and at home by getting all A's may, when he finds he has the ability, concentrate on *always* excelling in school work. Another child, without the ability to get high grades, but with good co-ordination, may turn to sports in which he finds he has the ability to excel. These examples are, of course, oversimplified—the individual is often motivated by past experiences, by circumstances, and by the desire to please others to try to meet his needs through channels for which his resources are meager or even lacking.

■ **Physical Setting**—The third element in the equation is also important—the immediate physical setting. The situation in which the individual finds himself also has a great deal to do with his choice of behavior.

A child may throw a temper tantrum at home, where he gains the satisfaction of the undivided attention of the entire family; but he may not use the same tactic at school. A high school pupil may behave well in typing or industrial arts, where physical activity is part of the class, and be a pest in such classes as history or English.

■ **Applying the Causal Approach**—The steps in the use of the causal, or "dynamic," approach to human behavior might be briefly summarized in six steps:

1. Consider behavior.
2. Consider possible motivating forces by questioning the individual to discover what needs he may be trying to satisfy.
3. Gather together data including resources available to this particular person.
4. Consider factors in immediate physical setting that might have contributed specifically.
5. Establish hypothesis regarding causes—answer these questions: (a) What motivating forces were behind behavior? (b) Why did he select the form of behavior he did?
6. Treat causes as determined.

Step six might seem like a rather large order, but it is really a *relatively* unimportant part of the whole process. The chief benefit from the causal approach seems to lie in the effects of "trying to understand" on the relationships between the persons involved.

Normally, a pupil responds to attempts to help and understand him if he feels that the attempts are sincere. Some situations may be too complicated to alter. For example, there may be nothing a teacher can do with the home situation for a child who has been rejected by his

parents. She can, however, see that he is not rejected at school and that he finds some means for satisfying a very real need for affection and recognition.

■ **Dynamic vs. the Surface Approach**—How the dynamic approach differs from the traditional surface approach might be demonstrated by applying each to Mary's problem that was presented in the first of this series of articles.* You will remember that Mary failed miserably on her job because each slight correction was a serious blow to her self-confidence. With no understanding as to "why this was so," and with no understanding of the causal character of the behavior of others, Mary was unequipped to cope with her own problem of adjustment.

For just a moment, let us look at Mary as she appeared in school. She was an excellent student. Although her achievement was definitely superior, Mary's records indicated that her I.Q. was only slightly above average. However, with every apparent reason to be self-confident in shorthand class, she blushed whenever she was called on to read back; became obviously perturbed when she made even a slight error; and, upon one occasion when she was called on and read a fairly simple sentence incorrectly, she was so upset that she stopped after class to apologize to the teacher and to explain her inability to read the passage. She showed evidence of being very close to tears.

• **Surface Approach — Traditional Method.** What did Mary's teacher, using a traditional surface approach, do? She probably tried to minimize the importance of the entire incident by laughing it off and telling Mary that it didn't make much difference and that she "really mustn't take such a little thing so seriously." Mary would leave the teacher somewhat reassured for the present but with no understanding of her basic problem.

• **Dynamic (or Causal) Approach.** What would a teacher using the dynamic approach do about Mary and her problem? She would probably take a little more time right then to discuss the situation with Mary and to gain some insight into Mary's ideas and attitudes. She would do all she could to reassure her immediately, *but she would not stop there.*

Her next step would be to try to determine what needs Mary was trying so hard to meet that she became upset every time she was corrected for an error. That her need might be for affection, recognition, security, a feeling of adequacy, suitable work and play, or all of these, would probably occur to

the teacher. She would then try to find out what she could about Mary's home and school background to determine where these needs were not being met. That Mary might feel rejected by one or both parents, by teachers, or by her peer group would be considered.

The teacher using the dynamic approach would further try to find the answer as to what resources (skills, abilities, attitudes, ideas, and past experiences) were available to Mary that might answer the question as to *why* she chose the particular way she did to attempt to satisfy her motivating drives.

Did she have reason to feel inferior socially because of appearance, dress, or family? Did she have special skill in sports, music, etc., that might help her achieve her needs? What was her attitude toward her family, toward school, and toward her peer group?

Was Mary's mental ability sufficiently high for her to attain her superior grades without undue strain? Had her parents required high grade standards? Did she have older brothers or sisters who had always had good grades? And had Mary's family or teachers compared her unfavorably, making her feel a need for recognition, which she was attempting to get through grades and that might be better attained in other ways?

Had she been subjected to ridicule, thus undermining her feeling of adequacy? Did she participate in school activities or sports, or did she spend all her time on school work? Was the financial condition of the family such that correction in shorthand became a threat to future security?

The teacher using the dynamic approach would next ask herself whether there was anything in the immediate physical setting that might have been responsible for Mary's behavior. Had the teacher unwittingly embarrassed Mary or others when errors were made in class? Had other pupils in the class shown signs of amusement when errors were made?

Was perfection set up as a standard for the class? Were errors treated as a natural part of the learning process or as a sign of poor preparation? Were sufficient rest periods provided? Was there too much competitive emphasis?

■ **Treat Causes**—It is probable that, after the teacher has gathered and studied the data, she would have a basis for helping Mary meet her needs in such a way that she might find greater satisfaction.

The teacher might, for example, should she find Mary's needs to be for recognition and a feeling of worthwhileness, help Mary to understand these needs and to seek additional ways of meeting them, such as participating

(Continued on page 464)

* Katherine Humphrey, "A New Approach That Applies 'Dynamics' for Personality Development," (Part I), *BUSINESS EDUCATION WORLD*, April, p. 391.

Something Must Have Happened

We received the following manuscript from a college instructor who asked that his-her name be withheld. If you write us asking the name of the author, we'll simply forward your request to him-her. But wouldn't you like to know—we would!—just what happened, and where, and to whom, which resulted in the following account? We were intrigued even by the title:

DANGER: Comparisons at Work— and They're Unprofessional

By a College Instructor

Who Prefers to
Remain Anonymous

The philosopher who said, "Comparisons are odious," spoke a profound truth. He might have gone one step further and added an even more profound truth: "Generalizations based on comparisons are dangerous."

■ **Unprofessional Comparisons**—How do these statements apply in the field of business education? Well, let's look at a specific case, that of Miss X, secretarial teacher in Brush Creek High School.

During a visit in another town, Miss X happens to meet a student who's taking secretarial subjects at Dazzle City Institute. This student tells her that at the end of the first semester of beginning shorthand his class took practiced matter at 60 words a minute. A warm current of pride flows through Miss X's veins! Her beginning shorthand class wrote 80 words a minute at the end of the first semester!

Elated by this discovery, Miss X goes forth and tells everyone within hearing range, "We have higher shorthand standards in Brush Creek than they have in Dazzle City."

■ **Note the Facts**—It's an accepted principle of debating that a generalization is valid only after all facts have been examined and a large number of examples studied. This principle Miss X has forgotten. An appraisal of the facts will reveal the following:

- **Brush Creek** is a small high school in a community of small business firms. Most of the secretarial students go into office jobs immediately upon completion of their secretarial course. During the training period, the objective is to gain occupational competence quickly. Shorthand is given two hours a day, five days a week—one period of reading and theory drill, and one period of dictation—a total of 10 hours a week.

- **Dazzle City Institute** is a school for training teachers. Because of the number of courses and the broad back-

ground required during the four years, shorthand is spread out, being given three hours a week through four semesters.

(This and other differences in the setup, Miss X did not bother to investigate.)

- **While few business teachers** would be as fragmentary and as unjust as Miss X, chances are that many of us, at one time or another, are guilty of comparisons and evaluations that are questionable professionally. Most objectively minded persons would agree that professionalism dictates refraining from *any* comparisons of this sort. However, if, in her zealot role, Miss X had been determined to carry out the comparison-and-evaluation campaign, there are many things she could have considered.

- **An individual** isn't necessarily a better secretary or business teacher because he learned to write 80 words a minute in four months rather than in eight months.

- **While high speed** in shorthand is desirable, it isn't the all-important aspect of training. The ultimate aim is to turn out an acceptable transcript. Studies show that most businessmen don't know how fast they dictate. A good speed is desirable, certainly, but to evaluate the excellence of a secretarial course on shorthand speed alone is shortsighted reasoning.

The speed on practiced matter in the early stages of shorthand study has little significance in comparison with the speed on unpracticed matter at a point immediately prior to employment. That is, if speed counts at all, it's the speed at the *end* of the course that counts.

- **In evaluating** the standards of a shorthand course, all factors must be taken into account: number of times a week the class meets, degree to which pretranscription training is provided, degree to which professional habits and attitudes are being developed, and so on. Does the course provide for a check on students' functional knowledge of English? Does the course make provision for such remedial study

as this check shows to be necessary?

- **Does training** include such practices as the following: dictation of material containing grammatical errors, errors of logic, errors in fact; dictation of business forms other than letters—forms involving tabulation, figures, and so on?

- **How much work experience** is provided? (Ideally, the better students in the course might be assigned to work jobs while the poorer ones are given remedial work, extra drill, and review.)

- **Do students get training** in carrying through the complete dictation process—being summoned to the employer's desk, taking dictation, transcribing, addressing the envelope, placing finished work on employer's desk or other assigned place, etc.?

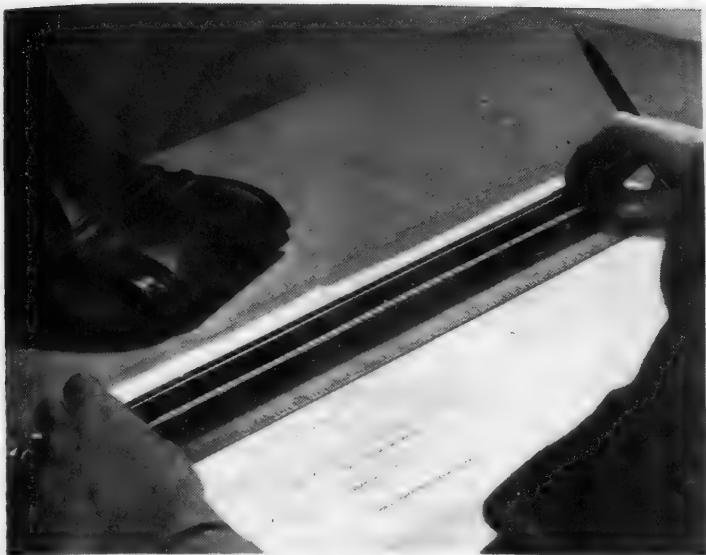
The moral of all this is that it's shortsighted and dangerous to be a Miss X, pouring soothing sirup on our personal evaluation of our own courses by a fragmentary and distorted appraisal of somebody else's. It's dangerous to be "pleased" with our own courses. It's pernicious to run down someone else's.

■ **Opportunity Lost**—But there's another angle of the whole matter to consider. In education, as elsewhere, it's often not so much a question of whether a certain policy is "good" or "bad"; rather, it's a question of what's "best."

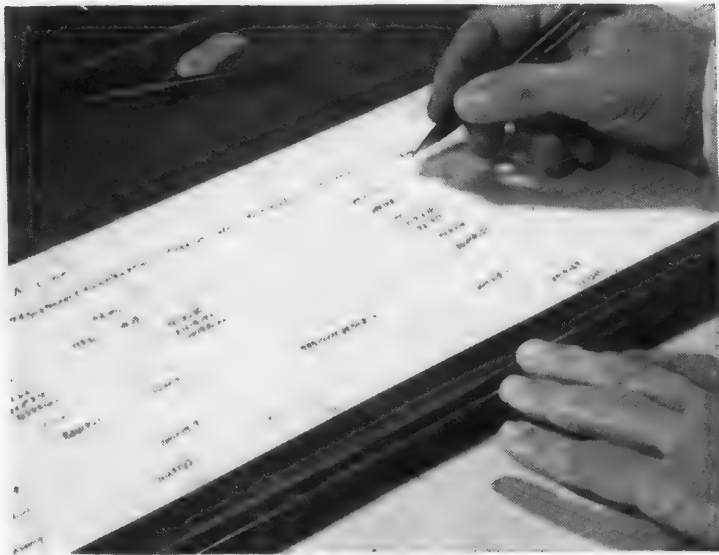
When Miss X met the student from Dazzle City, suppose that, instead of looking into the matter of how many words a minute his class wrote at the end of the first semester of shorthand training (and later broadcasting this information in a disparaging way), Miss X had learned from the student as much as she could about his shorthand course, discovering interesting and helpful ideas that would be of use in her own classes. In this way, the conversation would have been a fruitful experience.

Miss X might have found it worth while to visit Dazzle City Institute and glean further suggestions by talking to the student's shorthand teacher. Dazzle City Institute's shorthand teacher would have had a valuable professional experience in exchanging ideas with Miss X. Thus, both would have broadened their professional horizon.

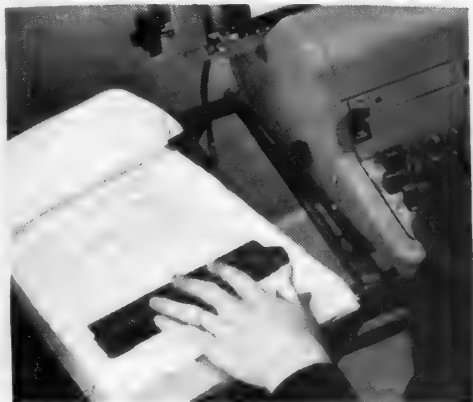
Such a positive approach, when carried out with sincere purpose, is one of the most forward-looking devices we can use. That this approach is used widely today is evident. If it can be used universally in a truly professional spirit of give and take, then teachers and students will all reap benefit, and business education will gain new dignity and the high-minded caliber that sincere and conscientious educators envision.



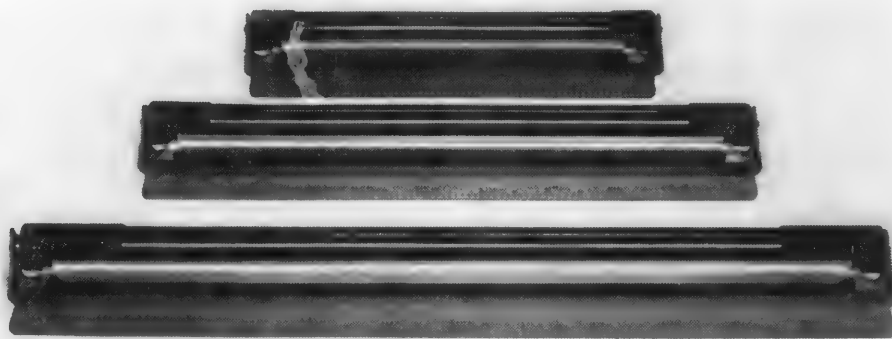
When it comes to proofreading . . .



Reading across wide accounting forms . . .



Typing from a flat page . . .



You'll be delighted at the surprising efficiency of—

Roll-a-Liner---BEW's Nomination for "New Office Device of the Year"

If stationery-shop windows have a fascination for you, or if every new device for office efficiency stirs your interest and imagination, you'll want to take a look at the Roll-a-Liner.

You will see its use in ruling tables, in counting strokes and lines, in lining up your mimeographed newspaper, in copying, in proofreading, in—well, to see the device is to start dreaming up more ways to use it.

■ **What It Is**—The Roll-a-Liner is a straightedge that rolls *straight*. It is made of metal, light enough for easy handling and yet heavy enough to "stay put." It has two parts: straight-edge with scale markings and a roller.

• **The scale** has two sides. On one face it is marked for tenths of inches, corresponding to pica typewriter spacing. On the other face it is marked for sixths of inches, corresponding with the vertical spacing of typewriting. Because

elite type is normally pitched twelve spaces to the inch, the markings on this second side correspond to elite spacings, two to the mark.

The straightedge of Roll-a-Liner lies flat, as you expect a ruler to do, and you can use its marked edges either for counting typewriter spaces or lines, as a straightedge for drawing lines, or as a copy guide.

• **The roller** fastened to the straight-edge is a metal tube with springs inside it and a knurled, cross-hatched raised surface at each end.

The raised surfaces are, in effect, the "wheels," and the knurled tread provides a friction grip that keeps the Roll-a-Liner from skidding on the paper. The springs inside the tube provide a resistance that keeps the rolling straightedge steady in the position in which you place it.

■ **Using It as a Straightedge**—The

main attribute of the Roll-a-Liner is the fact that it rolls and *rolls straight*. If you want to draw a series of parallel lines—on a stencil or master sheet, for example, or in boxing a complex table or form—you set the edge of the Roll-a-Liner straight at any point, such as the edge of the paper or the bottom of a line of writing; then, as you roll the straightedge toward you, you can draw line after line, each parallel to the position from which you started.

That doesn't sound important until you realize how long it takes you, when you use an ordinary ruler, to pick it up and realign it with markings for each line you wish to draw. When you use an ordinary ruler for a series of lines, the time you spend *drawing* is perhaps a tenth of the time it takes you to align the ruler; when you use a Roll-a-Liner, you save those nine-tenths of your time.

■ **Using It in Measurement**—Because the two sides of the straightedge are marked in sixths and tenths of inches, Roll-a-Liner has special uses that come to the mind of anyone interested in the problems of the typist.

Have you a table, or paragraph, or anything else already typed that is to be copied? Set the rolling ruler beside

the copy, and in an instant you know—without counting—the number of lines or number of horizontal spaces the material will occupy. Centering is then easy, whether in lines, spaces, or inches.

The teacher who wishes to check the students' timed writings to determine whether any words have been deleted or to verify the number of strokes in the last line of the typed material can do so quickly with a Roll-a-Liner. In preparing a test, the teacher who wants to know how many spaces are in each line of a problem letter or manuscript can quickly ascertain the number.

■ **Using It As a Visual Guide**—One of the important uses of Roll-a-Liner is in guiding the eye, both in copying material and in proofreading.

The typist who must, for lack of a copyholder, copy from material placed on a flat surface, will find that the easy-to-move Roll-a-Liner is a great aid in keeping the place. Because of the typewriter markings on the straight-edge, the guide is particularly helpful in copying tables.

If the copy matter is printed in small letters, the device is virtually a blessing, for it can be moved tiny fractions of an inch as easily as whole inches. Typists in law offices who must sometimes copy from the fine print on a legal form find this feature most valuable. Those who must proofread carefully or who must meticulously read any fine print will find Roll-a-Liner of considerable help, especially since the metal has a nonglare bluegray finish.

Students, teachers, or bookkeepers working with wide accounting forms find the device a flexible help in "staying on the right line" and in positioning closing lines where they belong. The teacher finds the controlled tension of the roller of special use in tracking down errors caused by placing entries on the wrong lines.

■ **Summary**—The Roll-a-Liner comes in five sizes (6", 9", 12", 15", and 18") and is priced proportionately, starting at about \$4. The 6" and 9" sizes, BEW finds, are right for the typist; the 9", 12", and 15" for anyone who works with stencils (the straight-edge makes a wonderful drawing edge for use with lettering guides); and the 12", 15", and 18" for anyone who works with accounting forms.

The manufacturer is the Pettersen (named for the inventor) Manufacturing Company, P.O. Box 1588, Santa Barbara, California, which is currently setting up a specialty franchised distributors' program.

BEW learned about the Roll-a-Liner when a Pettersen representative stopped in BEW's editorial office and asked, "Ever seen one of these?" We hadn't.

"You'll find it intriguing," he said. We did. You will, too.

Pride and Responsibility *Having students perform duties of housekeeping and management is not a device for reducing the work of the teacher—although ultimately it may do so—but rather one that gives students new pride in their work, in their classroom, in their achievements; a lesson in democratic living; and an opportunity to grow in sense of responsibility and maturity.*

How Our D. E. Students Lend a Hand in the Management of Our Classroom

JOHN B. EDGAR

Distributive Education Co-ordinator
Istrouma High School
Baton Rouge, Louisiana

Classroom management is a routine duty of teachers, one that many teachers find easier to perform themselves than to transfer to the shoulders of their students. Some of us ask a student to help us with a task today, another student with another task tomorrow, and so on; but by and large the responsibility and initiative remains with the teacher.

But there are many values that can be achieved if the teacher does transfer these tasks to the students. Participating in classroom management is one way of learning more about and practicing democracy. It is a method also of developing a sense of responsibility; and inasmuch as students will have to assume responsibility in society and in their vocations, it seems appropriate for us to encourage the development of this sense.

■ **Many Opportunities**—In any distributive education class there is a variety of classroom management assignments that can be undertaken and fulfilled by the students. Some of them:

Photographer	Caretaker of
Typist	furnishings
Keeper of the	Showcase-window
bulletin board	cleaner
Fine collector	Floor orderly
Projector operator	Chair orderly
Purchasing agent	Filing clerk
Librarian	Display manager
Supervisor of light,	Reporter
heat, etc.	Board writer
Magazine caretaker	Roll caller

■ **Modus Operandi**—Every student in Istrouma D.E. classes holds a classroom job, usually one that he selects at the outset of the course and fulfills throughout the term. Their duties? They follow these lines:

• *The typist* prepares all the correspondence that the work of the class involves.

• *Bulletin board* material is turned over to the student in charge of the bulletin board. She selects the materials for display and designs her own ar-

rangements, but she must change the displays regularly—and does. The material generally consists of pictures of D.E. students and their activities, announcements, club letters, newspaper and magazine clippings, and posters prepared in conjunction with class work.

• *The fine collector* pursues duties that are an outgrowth of a unique project our classes conduct. At the beginning of each year, the D.E. classes usually vote a fine of one or two cents for mistakes in spoken English made in the classroom. Not the teacher, but students, "call the errors." At first "calling the errors" creates quite a disturbance, but within a few weeks the turmoil subsides as fewer and fewer mistakes are made. The fine collector rounds up the pennies, which are used to buy ink, swatches, or whatever material the class needs for the use of all members.

• *The projector operators* are boys who set up, operate, and take down the visual aid equipment whenever it is used.

• *The purchasing agent* orders and returns all films that are borrowed from state depositories or manufacturers. He also purchases any incidental material that is used by the class.

• *The librarian* lends and keeps a



John Edgar . . . his students participate

record of the borrowing of all distributive education books that the students obtain from our classroom library. Our students read these books and report on them for extra credit.

- *The superintendent* of light, heat, and ventilation takes care of those factors; and he becomes quite efficient at seeing that lights are on or off as needed, that ventilation is satisfactory, and so on. Classmates' complaints quickly taper off.

- *The magazine caretaker* lends our magazines to students, who read articles and make reports. Every six weeks each student is required to report on an article relating to distribution.

- *Our waxing crew*, which is in charge of waxing the furniture and equipment, enjoy their job very much. Such care prolongs the life of the furniture and equipment not only by preserving them but also by creating pride and admiration for them.

- *The showcase-window cleaner* keeps the windows and mirrors in our display case free from smears. He checks the windows and mirrors daily, to remove smears that may occur from class use.

- *Our orderlies* for floor and tables check to see whether any paper, books, or other materials are left on the tables or floors. The chair orderly either makes students replace their chairs properly under the table or straightens them himself. Every time the class bell rings at the end of the period, a voice is sure to call, "Straighten the chairs!" The job gets done. We have found the work of our orderlies to be very important, for the principal of our school frequently brings visitors to see our D.E. room—and sometimes those visits precede that of the janitor.

- *Filing* is also done by a student. Records are kept on each of the 52 students in our co-op program. Besides the student records, files are kept on merchandise information, course outlines, evening classes, reports, conference and meeting agenda and programs, forms and blanks, and miscellaneous other things.

- *The photographer* takes pictures of all the D.E. activities. He takes flash-bulb pictures of our social outings, pictures of students on the job, and—each month—a picture of our store unit.

Merchandise is lent to us by a different store each month, thanks to arrangements made at a meeting with store managers before school opened. The sequence in which stores lend us the material for display was determined by a drawing at that early meeting.

- *The reporter* prepares articles and collects pictures from the photographer. These he places in the school paper. It is his responsibility to have some-

thing in each issue of the school paper concerning distributive education, its activities, or one of our students.

- *The others*—those who write on the board, call the roll, check absentees, and so on—perform services of equal importance, prominence, and assistance.

■ **Summary**—We are hearing a great deal these days about the democratic way of life. We are trying to teach the

democratic way in all classrooms. The extent to which democratic procedures can be used in conducting a high school is a question for supervisors and teachers to resolve; but there is little doubt that one method of practicing democracy—and building a sense of obligation for performing one's duties—is to encourage student participation in classroom management.



William M. Polishook



Nelson C. Bean

Getting Up to Date in a Hurry

The following contribution is most unique: It is a summary of today's thinking in the teaching of business arithmetic as that thinking is reflected by contemporary writings. The authors analyzed magazine and yearbook articles dealing with business arithmetic and pieced together the gist of the articles to create one continuous, summarizing account of—

A Digest of Contemporary Thought about Business Arithmetic

NELSON C. BEAN

Rider College and
Trenton, New Jersey

WILLIAM M. POLISHOOK

Department of Business Education
Temple University, Philadelphia

■ **Status of Business Arithmetic**—The most general conclusion in regard to the present status of business arithmetic is this: No matter how often the course is given, our students fail to retain an adequate amount of skill for even a short period after training.

Tests show that nearly all high school graduates know very little arithmetic and are almost complete failures at problem solving. The results of the tests do not seem to vary appreciably when testees are taken from the ranks of students who have had a course in business arithmetic. Tests given to col-

lege students in a collegiate school of business show the same situation, even after college courses in business mathematics.

As a result, therefore, educators are unhappy about the status of business arithmetic in the curriculum. Some advocate removing it from the curriculum. More realistic persons, however, suggest that our content, methodology, and objectives must change in order to make business arithmetic courses effective.

As to the direction in which the change is to be made, concrete and

constructive opinions are rare and differing. Research is lacking. We must do something, but nobody has been able to say convincingly what we must do.

■ **Objectives of Instruction**—Business educators seem to be in general agreement concerning certain objectives of business arithmetic that should be made prominent:

1. Students should be trained in problem-solving procedure and be able to solve realistic business problems.

2. Students should be trained to think quantitatively and to make estimations.

3. Students should be trained to read and interpret simple statistical data as read in the daily newspaper.

4. Students should be trained in orderly habits and arrangements of paper work.

5. Students should be trained to handle fundamental computations with integers, fractions, and decimals rapidly and accurately.

6. Students should be trained in the "why's" of arithmetic and the method of devising formulas.

7. All students should be trained to handle the mathematics of home and personal financial management.

It is pointed out by some critics that most business arithmetic courses, as presented from the usual textbook, would not show up very well when checked off against this list, even though the listed objectives are not new ones.

■ **Curriculum Placement**—The perfect place for any course in any subject is at the point of greatest need, for it is there that the greatest motivation occurs and the greatest amount of learning takes place. But, since it is impossible to follow the student about until death separates him from the school, a second-best placement must be made.

- *The consensus* of opinion is that vocational business arithmetic should be placed just before graduation, job placement, and consequent utilization. Senior-level courses in secondary school seem, then, to be the contemporary recommendation.

- *Social or economic mathematics* can come much earlier in the curriculum—ninth and tenth years of school seem to be the greatest favorites. This type of mathematics may be given as a separate course or integrated with basic business or bookkeeping.

- *In the collegiate school of business*, the course is usually given during the freshman year. It is often considered a preparatory course for bookkeeping, accounting, retailing, and others. The question is still left unanswered as to whether business arithmetic can be taught effectively before that vocabulary and relationship background has

What's a "Small Business"?

As more and more small businesses are facing shutdowns from shortages of materials, more and more pressure is generated to give them special consideration. Right now, the legal definition of small business that's generally used is "any plant with 500 employees or less."

But in some industries, that's a big business; in others, like steel, even a company with three or four thousand employees may be small. So, Washington classifiers are trying to label as small business all companies in, say, the bottom third of their industry.

been built up which enables these students to attack the mathematical relationships without being hindered by lack of knowledge of the problem situations and conditions.

- *Curriculum placement*, then, seems to depend to a great extent upon the objectives of the course and the course content. If the course has for its main objective the preparation of students for work in accounting, then it should precede or run concurrently with such courses. If the main objective is to develop specific skills for vocational use, then the course should come as close to the time of employment as possible. If the course has general objectives of problem-solving training and application of the scientific method, the course should be at an early point in the school program. If the main objective is to correct entering deficiencies, business arithmetic should be the first course in the curriculum, in order to remove the handicap.

■ **Correlation and Integration**—Many educators favor the integration of business arithmetic with basic business in the early years of the secondary school. Assuming a satisfactory arithmetic background in the grades and assuming socio-economic content objectives for business arithmetic, this would appear to be a very satisfactory solution.

It would be necessary to provide an instructor who would slight neither



"Didn't you ever learn to measure?"

the mathematics nor the strictly basic-business content of such a course. Texts, too, would of necessity have to provide sufficient drill material in the mathematics as well as the vocabulary content of such a course. Ideally, such a course would be a fusion of the content of the two courses, equally important.

- *The greatest difficulty* with integration with basic business, however, seems to lie in the inevitable learning of "type" problems by the pupils. Each topic in basic business would have its mathematical counterpart to be solved in certain outlined procedures. This, of course, would be avoided if pupils had reached the stage of understanding arithmetical relationships and were skilled in the problem-solving procedure. Considering the usual early point of basic business in the curriculum, however, this is not apt to be the situation.

- *Integration with bookkeeping* has been suggested and tried. Since bookkeeping is in reality simply an application of mathematics, extra class time allotted to mathematics is apt to work well as an aid to better results in bookkeeping.

Rosenberg says that bookkeeping is 75 per cent arithmetic and 25 per cent application of arithmetic.¹ The type of arithmetic used in bookkeeping, however, is quite elementary, for simple addition and subtraction account for over 75 per cent of the computations, as shown by research. Unless business-arithmetic content of an integrated course with bookkeeping were extended beyond the needs of elementary bookkeeping, mathematical training would be pretty slight.

- *Separate Subject*. Properly taught, some elementary course in general or business arithmetic as a separate subject seems necessary to build the proper background in quantitative thinking and methods of problem solving. When the content becomes topical, integration or correlation becomes possible and may result in greater learning efficiency.

■ **Course Content**—There has been little research in the field of correct course content for business arithmetic. It is self-evident that the content must depend on the objectives of the course and its placement in the curriculum.

- *For the early course* in the secondary school, the general opinion seems to be in favor of consumer topics, such as budgets, personal financial management, home ownership, buying and operating an automobile, utilities, and so on.

The idea seems to be to present the problem-solving procedure using

¹ Rosenberg, R. Robert, "Capable Business Arithmetic Teachers Make Bookkeeping Instruction Easy," *The National Business Education Quarterly*, Vol. IX, December, 1940, pp. 19-41.

problems understandable in their applications to the pupils at the level at which the course is taught. Problem-solving procedure undoubtedly can be more easily learned when the situations are within the pupils' experiences.

• *For vocational competency* in handling fundamental operations, a course would of necessity include the "why's" and "hows" of the fundamental operations, with drill to secure the proper degree of speed and accuracy.

• *For a topical course* in business arithmetic in preparation for business careers, there is no general agreement as to the topics to be included. Text-book writers are, however, in general agreement on the topics to be included in their texts. The objectives of the course must be considered, as well as the course content of the remaining courses in the curriculum and the overall objectives of the curriculum itself. Topical requirements should be adjusted to differing needs and curricula objectives. Topics have been validated in varying ways, but the objectives of business arithmetic have been assumed to be general in all such studies. The specifics have been left to the individual school and teacher.

■ **Methodology**—Volumes of opinions have been published on the improvement of methodology of business arithmetic. Little research has been accomplished, however, in this field. Most writers seem to feel that our present methodology could stand considerable improvement. In fact, many educators attribute the lack of arithmetic knowledge on the part of so many of our students to improper methodology.

Whether the cure lies in methodological improvement or in better curriculum placement, course content, or teachers, one does not know even after surveying contemporary literature. However, the most common improvements suggested for methodology include the following:

1. Emphasis should be placed upon procedure for problem solving.
2. Purposeful drill should be utilized, using problems within the experiences of the student.
3. Students should be encouraged to approximate and make estimations in order to improve quantitative thinking.
4. Testing should be frequent. Tests should be both of the diagnostic and achievement varieties.
5. If problem subject matter is not within the range of student experiences, sufficient background material should be presented to make it so.
6. Use should be made of visual aids and material from the daily newspaper.
7. Formulas should be developed by students, not memorized.
8. Problems should be presented in order of difficulty; that is, graded prob-

lems should be used throughout the course.

■ **Remedial Arithmetic**—Courses in remedial arithmetic have been advocated for those students who appear maladjusted in the regular business arithmetic classes. This appears to have considerable merit—if the remedial class is not a repetition of the type of teaching that has caused the deficiency. Deficiency classes must be small, diagnostic testing must be heavily relied on, individual work must be given, and great emphasis must be placed on the learning of the "why's" of arithmetic.

Deficiencies seem to be related to two causes: (1) complete lack of arithmetic training, or (2) previous arithmetic training based on "type" problems with little or no understanding of quantitative relationships and with a consequent high rate of forgetting.

No matter what the cause of such deficiencies, the cure seems to be in teaching or reteaching what has not been learned. For a deficiency class, therefore, problems should be completely within the experiences of the students.

■ **Teacher Qualifications**—A good teacher of business arithmetic is enthusiastic and instills enthusiasm in his pupils. But, of course, a good teacher of any subject must be enthusiastic.

A good teacher of business arithmetic must be enough of a mathematician to understand number relationships which are commonly expressed, or can be easily expressed, in arithmetic. He must, in addition, be sufficiently commercially trained to have considerable background in all the topical divisions of the course.

For the deficiency groups, he must be mainly mathematician and teacher.

For the socio-economic mathematics courses he must be teacher, mathematician, and business counselor.

For the advanced topical courses in business arithmetic, he must be more highly skilled in the conventions, procedures, and topical understandings of the business world. Accounting, management, economic, and statistical background courses should aid in the preparation of the business arithmetic teacher at the higher levels.

BIBLIOGRAPHY

- Allen, Francis G., "Improvement of Classroom Teaching in Business Arithmetic in the Private Business School," *Eastern Commercial Teachers Association Yearbook*, 1939. The Association, 1939. pp 89-93.
- Braverman, Benjamin, "Remedial Arithmetic in High School," *The Journal of Business Education*, Vol. XXII (January, 1947), pp 15-16.
- Buswell, G. T., "Weakness in Present-Day Arithmetic Programs," *Business Education Digest*, Vol. VII (December, 1943), p. 189.
- Casner, Sidney and Joseph A. Nyberg,

"What Do High School Graduates Know About Arithmetic," *The Journal of Business Education*, Vol. XV (September, 1939), pp 17-18.

Cassidy, Walter F., "Implications of Recent Research Related to The Teaching of Commercial Mathematics," *The National Business Education Quarterly*, Vol. IX (May, 1941), pp 25-32.

Cook, Charles E., "Improvement of Classroom Teaching in Business Arithmetic," *Eastern Commercial Teachers Association Yearbook*, 1939. The Association, 1939. pp 83-88.

File, Clinton M., "The Improvement of Business Mathematics," *The Journal of Business Education*, Vol. XX (April, 1945), pp 19-20.

Gates, William M., "The Correlation of Arithmetic with Everyday Business," *The National Business Education Quarterly*, Vol. IV (October, 1935), pp 13-15.

Hieronymus, Albert N., "Research in Science and Mathematics," *The Phi Delta Kappan*, Vol. XXX (November, 1948), pp 87-88.

Jacobs, J. M., "Social Mathematics for Grade Ten," *Business Education Digest*, Vol. IV (May, 1940), pp 157-158.

Lloyd, Alan C., "Business Mathematics Needs Fast Start," *Gregg News Letters*, Vol. XXVI (September-October, 1948), pp. 9-10.

Mitchell, Ivan, and Claude L. Newzek, "Arithmetic for High School Seniors," *The Journal of Business Education*, Vol. XV (January, 1940), pp 19-22.

Musselman, Vernon A., "Teaching Cash Discount," *Balance Sheet*, Vol. XXVIII (February, 1947), pp 266-271.

Orleans, Jacob S., and Emanuel Saxe, "An Analysis of the Arithmetic Knowledge of High School Pupils," *Balance Sheet*, Vol. XXVI (February, 1945), pp 203-205.

Orleans, Jacob S., and Emanuel Saxe, "How Much Commercial Arithmetic Do Students in a Collegiate School of Business Know?" *The Journal of Business Education*, Vol. XVI (September, 1940), pp 14-16; (October, 1940), pp 13-14; and (November, 1940), pp 20-22.

Perry, Clark, "Arithmetic Fundamental to Machine Instruction," *The Journal of Business Education*, Vol. XVIII (February, 1943), pp 17-20.

Piper, Edwin B., "Teaching the 60-Day Method of Computing Interest," *Balance Sheet*, Vol. XXIX (March, 1948), pp 300-305.

Rosenberg, R. Robert, "Capable Business Arithmetic Teachers Make Bookkeeping Instruction Easy," *The National Business Education Quarterly*, Vol. IX (December, 1940), pp 19-41.

Rosenberg, R. Robert, "What Shall We Teach in Business Arithmetic?" *Business Education World*, Vol. 27 (bi-monthly series), pp. 74-75, 220-222, 342-344, 450-451.

Schaff, William L., "Effective Teaching of Business Arithmetic," *Business Education World*, Vol. XXXI (November, 1950), pp. 121-122.

Schaff, William L., "How You Can Help Your Students Understand Business Arithmetic," *Business Education World*, Vol. XXXI (January, 1951), pp. 248-249.

Smith, Watkins C., "Basic Attitudes and Understandings in Arithmetic," *The Journal of Business Education*, Vol. XIV (April, 1949), pp. 19-20.

Smithline, Henry M., "Relating Business Arithmetic to the Everyday Needs of the Future," *Eastern Commercial Teachers Association Fourteenth Yearbook*, 1941. The Association, 1941. pp 129-132.

Vespa, Paul, "Accounting Made Easy," *American Business Education*, Vol. IX (May, 1948), pp 288-293.

An Outline of Questions and Projects for an Activities Unit on Using the Mail

DR. STEPHEN J. TURILLE
Madison State College
Harrisonburg, Virginia

■ Reasons for Including Unit—

- To meet a vital need for understanding the best and cheapest type of mail service.

- To keep abreast of the rates and services provided by the Federal postal service.

- To create an appreciation of, and desire to improve, our present postal facilities and procedures.

■ Purposes of the Unit—

- To discuss the differences between first-class mail; second-class mail; third-class mail; and fourth-class mail.

- To show students the functions and proper use of parcel post; of C. O. D.; and of special delivery.

- To present the rules and regulations concerning foreign mail.

- To give practice in the preparation of letters and packages for the mail.

■ Leading Questions and Pupil Activities to Achieve Special Goals—

- Goal I: Understanding Costs and Uses of First-Class Mail.

QUESTIONS: Is a postal card first-class mail? What does first-class mail include? What is the cost of sending first-class mail? Can first-class mail be opened for postal inspection? May a sealed parcel be sent by first-class mail? Is a typewritten letter ordering merchandise first-class mail?

ACTIVITIES: *Special Reports* from the United States Official Postal Guide containing latest postal information. Supplement this reference source with recent booklets and pamphlets issued by the Post Office Department free of charge. Have students give oral and written reports on findings on costs and regulations concerning the use of the mails. *Project—Envelope Addressing.* Have class address ten envelopes, using varied forms of addresses and following official post-office regulations. Include such variations as: proper abbreviations (as "Colo." not "Col." for Colorado; "Calif." not "Cal." for California); where and how to write Rural Delivery on envelopes; writing out names of cities and not abbreviating them (as Phila. for Philadelphia); how to show street numbers on envelopes; how to show "care of"; use of commas and other punctuation marks in the envelope address; style of envelope address (as indented or blocked).

- Goal II: Understanding Costs and Uses of Second-Class Mail.

QUESTIONS: To what group of people is second-class mail most important? What is included in second-class mail? Is second-class mail sealed or unsealed? If there can be no writing in second-class mail, how can a publisher call attention to a particular article in the magazine that will be of special interest to the receiver? What is the current rate for second-class mail? What is generally stamped on the wrapper around second-class mail? How do the second-class rates compare with the first-class rates? How heavy does a package of newspapers have to be before they are classed as fourth-class mail instead of second-class mail?

ACTIVITIES: *Class committees* prepare bundles of newspapers for second-class mail, with proper labeling, addressing, and rates marked on wrapper. Do same for magazines. *Present* sample bundles to class for figuring costs and properly wrapping packages and bundles for the mails. *Follow* with class problems on calculating rates based on weights. *Visit* local newspaper office mailing department.

- Goal III: Understanding Costs and Uses of Third-Class Mail.

QUESTIONS: What kind of matter is included in third-class mail? What is the maximum weight permitted in third-class mail, exclusive of bulk mailing? How does miscellaneous third-class matter differ in rate and weight from bulk-rate third-class matter? Give some illustrations of each type of third-class mail. Can matter mailed at bulk rates be sent C. O. D.? Can it be insured or registered?

ACTIVITIES: *Table or chart* of third-class mail rates duplicated and handed to each student. *Show* comparisons by weight and by such items as books, catalogues, plants, roots, bulbs, etc. This duplicated sheet can also show rates for all other classes of mail. *Practical Problems* calling for classification by mail class and calculation of postal charges for 25 listed items showing weight and destination.

- Goal IV: Understanding Costs and Uses of Fourth-Class Mail or Parcel Post.

QUESTIONS: How does fourth-class mail differ from third-class mail? What is meant by the statement "fourth-class mail rates are given by zones"? Can personal messages be included in

parcel-post (fourth-class mail) packages? Under what conditions may a parcel-post package be sealed? What is the maximum weight of a parcel-post package that the post office will accept? How does book rate compare with parcel-post rate? Up to what amount may fourth-class (parcel post) matter be insured? What does C. O. D. mean? When is C. O. D. used in sending packages by mail? Explain what is meant by "special handling" of parcel-post packages? What is air parcel-post service? What rates are charged for air parcel-post service?

ACTIVITIES: *Individual Projects—Wrapping* two dummy packages for parcel-post mail, with specific addresses on each package. *Zone-and-rate table* consulted for postal charges. *Problems* on shipping by parcel post, C. O. D. *Talk* by local postmaster on Post Office Department and the various services it offers. *Terminology Identification Bee* on the four classes of mail. Choose up teams. Include simple rate problems.

Your Professional Reading

E. C. MCGILL

Kansas State Teachers College
Emporia, Kansas

THIS MONTH'S NEW BOOKS deal with the problems that grow out of general principles and fundamentals that must be applied to the functional operation of a sound management program.

SPECIAL MANAGEMENT PROBLEMS. The American Management Association, 330 West 42nd Street, New York, has released eleven brochures dealing with production, personnel, and general management aspects of business management. Each of these brochures is written in a practical, readable manner. Many business administrators have collaborated in the production of each publication, which assures a positive treatment of those problems these businessmen have faced. Complete titles and prices of these pamphlets may be obtained from the American Management Association.

Such problems as pension planning, management communication, wages and employment problems, incentive plans, worker welfare, efficiency in plant management, operating problems in personnel administration, testing and training employees, industrial medicine and psychiatry may be obtained at prices ranging from 50 cents to \$1.25 a copy.

CONSUMERSHIP. Considerable research has pointed toward the need for greater emphasis on Consumer Education as a part of the much heralded Life Adjustment Program. It is generally believed that this emphasis should not only occur on the high school level but should also be included in the college general education program. A very important phase of consumer education is the area of personal finance.

John Leavitt and Carl Hanson, of Ohio University, have written a text, *Personal Finance* (McGraw-Hill: \$3.50), intended to serve those students having little or no previous background in commerce or business administration. Discussions are approached from the point of view of the reader and are treated in a direct non-technical manner. Such topics as consumer buying, budgeting, credit purchases, banking, borrowing money, insurance, home ownership, and law and the individual are treated from the standpoint of application to personal financial need.

INDUSTRIAL RESEARCH. Sound industrial management is increasingly applying the findings of industrial research and engineering in finding solutions to their own problems. Arthur D. Little, Inc., of Cambridge, Massachusetts, has prepared a selected and annotated bibliography, *Management of Industrial Research*, which is available without charge. The annotated references are classified under the headings of general references, organization, control, research program, research laboratory, and miscellaneous.

MARKETING CASE PROBLEMS. Do you use case problems in teaching marketing? Do you have trouble finding sufficient cases that are appropriate for class use? George R. Terry, of Northwestern University, has collected cases dealing with all phases of marketing and has released *Marketing Selected Case Problems* (Prentice-Hall: \$2.00), in a form appropriate for use in any marketing course, with any textbook.

The cases are factual, with identifying names and locations masked so as to avoid identification. The cases with questions are classified under such headings as fundamentals and functions, policies, structure and distribution, wholesaling, retailing, the consumer and marketing, industrial marketing, sales promotion and advertising, marketing research, price determination and policies, cost of marketing, and government and marketing.

COLLECTION LETTERS. Wouldn't it be miraculous if every collection letter written to a delinquent creditor brought about the desired collection. William Butterfield, executive director of the University of Illinois Foundation, working in cooperation with the National Retail Credit Association of St. Louis, has selected one hundred outstanding tested letters that have boosted credit sales, good will, and have collected accounts for their users. In this paper-bound book, *Tested Credit and Collection Letters* (National Retail Credit Association, St. Louis: \$2.00), special effort has been made to select examples of practically all types of letters used in standard retail credit operations.

Project in Office-Style Dictation

MARGARET FORCHT ROWE

Howe High School
Indianapolis, Indiana

BEFORE YOU START. Supply students with six sheets of white paper, six sheets of plain paper for carbon copies, six envelopes, and one sheet of carbon paper, and a copy of these instructions:

You are a stenographer for John Kramer, assistant manager of Visual Aids for Business, Inc. The following are names and addresses of customers: Joe Brill, Sales Manager, Martin Engineering Corporation, San Diego, California; Phil Dorsey, Baton Rouge, Louisiana; Gordon Beauchamp, Clarksville, Arkansas; Thelma Dietz, Secretary, Young Business Women's Club, Topeka, Kansas; Kenneth Mayer, 4586 Central Avenue, Athens, Georgia; Dorothy Gray, 589 Pine Avenue, Akron, Ohio.

YOUR CORRECT KEY. The project dictation material is presented in both light and bold type. When you dictate, be sure to dictate every word; but when you correct the papers, read only the material given in light type—the bold type indicates repetitions and instructions that the students should not transcribe.

ASSIGNMENT A—JUNIOR.* Take this letter to Joe Brill of Martin Engineering. Dear Sir: This will acknowledge receipt of your request for our film, "Say It in Writing," in which you list a choice of three dates. Paragraph. This film is very popular and is heavily booked through the 1951 season. There are no open dates until after July 15. If you can use this film after that date and will give us a selection of three dates thereafter, we will place you on the books for the earliest date possible—No—earliest open date and will advise you accordingly. Paragraph. We are indeed sorry to disappoint you and assure you that the situation is unavoidable. Very truly yours, This letter goes to Phil Dorsey, Baton Rouge, Louisiana. Dear Sir: We are happy to send you our new catalogues listing both movie and filmstrip subjects—Begin the letter again. We are happy to send you our latest catalogues listing movie and filmstrip subjects. Paragraph. Since you are one of our regular patrons, you are aware of the fact that it is desirable to get in early requests. Paragraph. We shall be delighted to hear from you again when we—No—cut out that last sentence. We hope to hear from you soon. Very truly yours,

ASSIGNMENT B—SENIOR.* This letter is to Gordon Beauchamp, Clarksville, Arkansas. Dear Sir: Enclosed is our filmstrip catalogue. Herein you will find each film described—No—change that to you will find a description of each film, the number of frames in each, whether it is color or black and white, and the price. Paragraph. Most of the filmstrips sell for—No—Let's say this: These filmstrips may be ordered subject to approval with one week's allowance for examination. Paragraph. We shall be happy to receive your order. Very truly yours, Take a letter to Thelma Dietz, of Topeka. Dear Miss Dietz: This acknowledges receipt of your film schedule for your organization—Change that: Thank you for your 1951-1952 film schedule. Paragraph. Because you are able to schedule your films so far in advance, we can fill your requests with one exception—dash the film you have selected for October 23 is not available on that date. There is a very heavy booking on this film. It is available, however, on November 27. Shall we switch dates with the November film? I will hold the two dates open for both films for one week. Paragraph. Please let us hear from you within that time. Very truly yours,

ASSIGNMENT C—SUPERIOR.* This letter is to Kenneth Mayer, of Athens, Georgia. Dear Sir: We appreciate your inquiry of May 5 and are herewith sending you our recently issued catalogue giving full details concerning our library of motion-picture films. Paragraph.† When requesting films, please be sure to submit a choice of three dates, so that we may better serve you. Very truly yours. Go back and insert a second paragraph as follows:† As you will note, we handle a remarkably complete selection of films suitable for educational groups in the various fields indicated. Send this letter to Miss Dorothy Gray of Akron, Ohio. Dear Miss Gray: Thank you for your letter of inquiry regarding the film "Dress the Part."—Let's begin again. According to your request, the film, "Dress the Part," will be sent to you in time for a showing on June 15. The charge is \$4.50—dash you pay the return postage or the postage to the next shipping point if there is an address label in the shipping can. Enclosed is a booklet giving full instructions. Paragraph. We hope you enjoy this film and that you will contact us again. Very truly yours,

* These assignments may be used for O.B.E. transcription awards any time before June 10, 1951. Standards: Mailable transcript of Assignment A, prepared in 15 minutes, qualifies for Junior certificate; mailable transcripts of Assignments A and B, both prepared in one 20-minute period, for a Senior certificate; mailable transcripts of all three assignments, completed in one 25-minute period, for Superior certificate.

Are You a Club Sponsor?

The growing emphasis on extracurricular and cocurricular education is leading to the establishment of more and more student clubs closely associated with subject interests. Nearly all teachers sponsor a club—especially business teachers. In this contribution, the author indicates precisely how a business law club, such as his school's "Robe and Wig Club," can be established and guided in a constructive program; but, although he writes in terms of business law, his comments outline a sound and helpful plan for all who sponsor subject-centered clubs.

Device for the Teaching of Business Law: Sponsor an Active Business Law Club

IRVING ROSENBLUM

Franklin Lane High School
Brooklyn, New York

Not all teaching devices are confined to the classroom. Extracurricular aids may contribute effectively to learning. One such activity is the Law Club. Proper preparation for such a club requires planning of projects, selection of suitable material, and appropriate organization for the achievement of objectives.

■ **Projects**—Why should anyone join the Law Club? Attendance at any meeting should provide the answer to that question. If the club is not to be just an additional class period, it must offer opportunities for purposeful pupil activity *beyond the scope of the classroom*. A series of projects planned by the club will provide a schedule of sustained activities.

- **Dramatization** is an effective manner for presenting a dispute in law. A series of sketches enacted by club members may pose legal problems for discussion at club meetings. The topics need not necessarily be those discussed in the law class. Other branches of law such as torts, equity, etc., may be used.

If a tape-recorder is available, it would be useful for recording, preserving, and criticizing the sketches.¹

- **Posters** suggested and prepared by the club provide another project for some of the members. The posters may be used in announcing problems scheduled for discussion at future meetings. A comic strip in law is an interesting pictorial device. Such a comic sketch may even be printed in the school newspaper.²

- **Excursions** to places of interest may be conducted by the club. Among such places are various courts, legislative assemblies, and other appropriate activities suggested by the students.

- **A club paper** is a project that will appeal especially to writers and typists. The newspaper reports such club events as talks by outside speakers, topics dis-

cussed or debated at meetings, and achievements of the committees. Suggested titles for reporting are "Common Law Provisions Still in Force," "The Origin of Equitable Relief," and the law in relation to specific activities such as "The Law and Athletics."

- **Assembly programs** serve as suitable projects for planning by club members. Writing, acting, and stage-managing appeal to various individuals within the group. Dramatized problems, men-



Drama: Where's My Lawyer?

tioned above, serve as a basis for sketches written by club members. A co-ordinated group of sketches around a central theme constitutes a dramatized program of problems in law. Before rendering the decision in each of these cases, the audience may be invited to participate in a discussion of the dispute.³

- **A law club museum** is a project worthy of special handling by a committee. This group suggests to the club the nature of the exhibit, sources of material, time and place for the display, and appropriate publicity.

Some of the items to be assembled are legal documents, such as simple contracts, a summons for a traffic violation or for a civil suit; pictures and paintings of famous trials, or of contracts, such as an ancient Babylonian contract or the sale of Manhattan Island; and posters and cartoons related to law.

Other materials suitable for the ex-

¹ See Irving Rosenblum, "Device in the Teaching of Law: Student Dramatizations," *BUSINESS EDUCATION WORLD*, February, 1951, p. 287 ff.

² See Irving Rosenblum, "Device in the Teaching of Law: the Poster," *BUSINESS EDUCATION WORLD*, November, 1950, p. 135 ff.

³ See Irving Rosenblum, "The Assembly Program As an Effective Device for the Teaching of Law," *BUSINESS EDUCATION WORLD*, March 1951, p. 334 ff.

hibit are preliminary drafts of bills proposed in the state legislature; charts illustrating the elements of a contract, the elements of fraud, how a bill becomes a law, etc.; and paintings that were the subject of lawsuits involving fraud, bailments, or insurance.

Additional exhibits include phonograph records of tunes involved in copyright infringements; books or plays concerned in suits for plagiarism; book-jackets for recommended readings; and pictorial explanation of insurable risks including historical photographs of Lloyds of London.

- **Research projects** appeal to pupils interested in more intensive study of special topics in law. This activity is useful for some of the other projects. Reports of research may be delivered at meetings, written for the club paper, or used to suggest posters and dramatizations.

Some areas of student research are: lawsuits based upon infringement of copyrights in music and literature, suits to protect a patent, and fraudulent practices disclosed in magazine articles and in reports of the Federal Trade Commission and the Better Business Bureau.

Still other subjects are Sunday legislation, historical decisions of the Supreme Court, applications of the remedy of injunction, history of bankruptcy laws, the work of the Small Claims Court, and cases concerning infringement upon a trade mark or trade name. Special programs may be prepared in art and in music to illustrate fraud and violation of copyright.

Films may be previewed to determine their value for students of law. The activities listed above are merely suggestive. The interests of the club members will determine the subjects of special study.

- **Insignia and name** for a law club should be selected by the members. At Lane High School, the club adopted as its insignia a design prepared by Mr. George A. Cooke, chairman of the Art Department. The name chosen by the students was "Robe and Wig, the Law Club of Franklin K. Lane High School."

The club offers its constitution, name, insignia, and experience to other schools that may wish to form chapters of Robe and Wig.

■ **Materials**—Much of the material needed by the club is provided by the library and by the teacher himself. Pupils and fellow teachers also contribute items of interest. Files must be kept to preserve magazine articles, news clippings, bibliographies, and other matter.

- **Magazine clippings** provide stories, cases, and cartoons. In the *Saturday Evening Post*, the feature, "You Be the Judge," cites interesting cases, stating the problem and giving the decision. A collection of cartoons on peculiar stat-

utes appears in the *American Magazine* under the caption, "It's the Law." (That magazine will pay for satisfactory contributions submitted for their series of legal oddities.)

- *Reference books* in law may be donated to the library by the law club. The law shelf should include textbooks of various authors, statutes such as the Uniform Sales Act, biographies of prominent lawyers, and collections of short, law-centered stories, such as those of Arthur Train. Other reference books are encyclopedias and books in related fields.

- *Legal forms* may be collected with the assistance of pupils, fellow teachers, and lawyers. These documents will include a bill of sale, mortgage, summons, etc.

- *Newspaper items* relating to topics in law are useful for discussion at meetings. Some of these clippings may be kept in the club's scrapbook.

■ **Organization**—A club that is dependent upon its counselor is just another class period added to the day's program. The pupils are capable of conducting their own club under proper guidance. The club should be organized so as to encourage a maximum of pupil participation in achieving the objectives of the organization.

- *Officers of the club* serve as a special committee to translate the plans of the members into a detailed program of activities. Using a plan of rotation, the officers take turns in preparing the agenda for each meeting.

- *Committees* are an essential factor in the program of the club. Each of the projects launched by the members requires the co-operative effort of a small group. Posters, excursions, club paper, assembly program, and the other features afford a variety of opportunities to satisfy the diversified interests of the members. Meetings of committees may be held immediately after the adjournment of the regular club sessions. Committee work is a phase of club activity as important as the meeting itself.

- *Pupil participation* may be acknowledged by recording at the blackboard the agenda of each meeting. The list would contain the names of members scheduled to speak. This would include, for example, the cast of a sketch or case presented at the meeting. The names on the board give a sense of satisfaction to those who merit it for their activity.

■ **Evaluation**—Any plan proposed for a law club must be flexible in nature. A program successful at one school must therefore be modified for use at other schools in order to meet varied conditions.

The enthusiasm of the club director is a vital factor in the success of the club. The pleasure derived from self-initiated, purposeful activities provides the stimulus for membership in the club.

New Business In Business Law

• I. DAVID SATLOW

CONSTITUTION AMENDED. Toward the end of February, a twenty-second amendment was added to our Federal Constitution. The amendment, popularly known as the Two-Term Presidency Amendment, provides that "no person shall be elected to the office of President more than twice, and no person who has held the office of President, or acted as President, for more than two years shall be elected to the office of President more than once." The present incumbent was specifically exempted from this ban.

For a long time, tradition confined the President to a two-term tenure. Franklin Delano Roosevelt, however, broke this tradition by being elected four times to the office. On January 3, 1947, at a joint session of both houses of the first Republican-controlled Congress since Herbert Hoover's administration, a joint resolution proposing the present amendment was introduced. After its passage, it was submitted to the States for the required two-thirds ratification.

Maine was the first state to ratify the two-term curb. Nevada, the thirty-sixth state to join the Union, was the thirty-sixth to adopt the measure, thus becoming the state whose vote converted the proposal into law.

The amendment, the first change in the Constitution in eighteen years, provides the basis for much class discussion. Lincoln's adage, "Don't change horses in mid-stream," might be injected into the discussion, as well as the doctrine of the indispensable man—the thought that, with a rule of this kind, dictatorship is less likely in our country—and the concept that the Constitution still permits further amendment during a period of grave national emergency, should such action be found necessary by the people.

• • •

HELPING G.I. JOE. With the full realization that military pay cannot conceivably purchase for our G.I.'s what they were accustomed to having as civilians, Congress passed a Soldiers' and Sailors' Civil Relief Act. Many states have enacted similar legislation.

As a result, the courts were given broad powers to stay suits and executions of judgment against members of the Armed Forces when military service renders difficult the fulfilling of financial obligations. Typical actions banned are: eviction of dependents, lapsing of insurance policies, the usual repossession of goods in defaulted installment sales, and foreclosure of property for failure to pay taxes or to meet mortgage obligations.

There is also an easing up of leasehold obligations undertaken by citizen-soldiers prior to their induction, and an assurance that the persons called into military service will regain their old jobs and status with their firms, upon discharge from the Service, provided they apply to their old employers within a stipulated number of days.

• • •

DEATH AND TAXES. In 1819, John Marshall declared in his famous *McCulloch vs. Maryland* decision that "the power to tax is the power to destroy." The workings of our system of inheritance taxes often result in the destruction or dissolution of vast enterprises.

This was borne out recently when the multi-million-dollar Booth & Flinn Construction Company was sold by a Mrs. Mary Louise Stringer, of Pittsburgh, Pennsylvania, heiress to the family fortune. The company, which had been in her family for seventy-five years, had to be sold in order to pay more than a million dollars in Federal inheritance taxes.

The magnitude of the Booth & Flinn operations can be judged from the fact that, in addition to constructing hundreds of State projects in the East, it was this firm that salvaged the ocean liner *Normandie* after it burned, and also junked the battleships *New Mexico*, *Wyoming*, and *Idaho* in 1947.

• • •

RE-ENACTING MEDIEVAL JUSTICE. Charleston, South Carolina, recently witnessed a revival of medieval justice. When a woman was charged with the theft of \$200, the magistrate called in the jailer, had him and the defendant extend their forefingers, placed a Bible on their outstretched fingers and intoned,

By Saint Peter, by Saint Paul,
By the grace of God who made us all;
If this woman took the money,
Let the Bible fall.

The Bible immediately fell to the floor. Whereupon, the defendant confessed her guilt, produced the money, and was remanded to jail.

Students Can Win All Three Awards on This Problem, Last for the Year: The May Bookkeeping Awards Contest

Here is the final problem in our 1950-1951 series of contests. For this month only, the contest problem presents three assignments in order that students may earn any one, or all three of the awards before the close of the current school year. Please read the contest rules carefully before you launch the project in your classroom.

■ **Awards Procedure**—There are five steps to participation:

- *Have students solve the problem.* Reprints of the problem may be purchased from BEW if you desire them.

- *Select for awards the solutions that meet acceptable business standards of neatness, legibility, and accuracy.* (See teacher's key below.)

- *Prepare a list (typewritten) of the names of the students who qualify for awards.* Indicate beside each name (a) whether the student is to receive the junior, senior, or superior award; and (b) whether application is made for the certificate (fee, 10 cents), the pin (fee, 50 cents), or both (fee, 60 cents).

- *If you have fifteen or more students whose papers qualify, indicate which student prepared the best paper and attach the paper to the list; if the paper, upon examination, is found completely satisfactory, the student will be awarded BEW's free club prize.*

- *Mail the list of names, the best paper only, and the fees to Awards Department, BUSINESS EDUCATION WORLD, 330 West 42nd Street, New York 18, New York. Deadline—June 10.*

■ **General Instructions** — Teachers should dictate, write on the blackboard, or duplicate the trial balance that comprises this month's contest problem. Then read these introductory paragraphs to the students:

The following is a portion of the financial history of the Samson Steel Supply Company. This is an actual story, in figures, of the financial results of a real business in operation last year. Only the name is fictitious.

Samuel Samson is the owner and manager of the Samson Steel Supply Company. All kinds of building material and supplies for contractors are for sale here.

MILTON BRIGGS
Bookkeeping Editor

Assume that you are employed by Mr. Samson as bookkeeper, and that it is now December 31, 1950. Instructions for the duties that you are to perform at this time follow.

■ **Instructions for Students**—

- *Assignment A, for a Junior Certificate of Achievement.* Prepare a ten-column work sheet, using either pen or pencil. Other information to be considered, in addition to the trial balance, is as follows: Merchandise Inventory, December 31, 1950, \$12,630.17; bad debts estimated as 1 per cent of accounts receivable; insurance expired, \$332.57; depreciation of delivery equipment, \$350.47; depreciation of machinery and tools, \$307.98; depreciation of furniture and fixtures, \$53.16. No other adjustments are to be made at this time. (The fiscal period is one year.)

- *Assignment B, for a Senior Certificate of Achievement.* Do Assignment A; then prepare a profit and loss statement, using pen and ink.

- *Assignment C, for a Superior Certificate of Achievement.* Do Assignment A; then prepare a balance sheet as of December 31, 1950, using pen and ink.

■ **Teacher's Key**—Because of the space required to publish all three parts of the solution, only the fundamental figures are given. These figures are for the use of the teacher only.

- *Work Sheet Columnar Totals.* Trial Balance, \$108,688.61; Adjustments, \$30,221.50; Adjusted Trial Balance, \$109,567.75; Profit and Loss Statement, costs and expenses, \$56,753.84; income, \$67,359.26; Balance Sheet, assets, \$52,813.91; liabilities and proprietorship, \$42,208.49.

- *Profit and Loss Statement.* Cost of Merchandise Sold, \$32,188.89; Gross Profit on Sales, \$34,606.36; Total Operating Expenses, \$24,250.09; Operating Profit, \$10,356.27; Gross Income, \$10,713.37; Net Income, \$10,605.42.

- *Balance Sheet.* Total Assets, \$39,210.58; Total Liabilities, \$4,029.43; Total Liabilities and Proprietorship, \$39,210.58.



SAMSON STEEL SUPPLY COMPANY
Samuel Samson, Proprietor

TRIAL BALANCE December 31, 1950

Cash	6859.34	
Petty Cash	75.00	
Accounts Receivable	16752.70	
Reserve for Bad Debts		472.54
Merchandise Inventory	16379.62	
Prepaid Insurance	1464.55	
Machinery and Tools	2378.67	
Reserve for Depreciation of Machinery and Tools		1276.32
Delivery Equipment	1942.53	
Reserve for Depreciation of Delivery Equipment		257.23
Furniture and Fixtures	531.65	
Reserve for Depreciation of Furniture and Fixtures		206.23
Accounts Payable		3962.18
Old-Age and Survivors' Insurance		
Taxes Payable		47.68
State Taxes Payable		19.57
Samuel Samson, Capital		35087.60
Samuel Samson, Drawing	10511.87	
Sales		67002.16
Sales Returns and Allowances	206.91	
Purchases	28382.90	
Transportation on Purchases	56.54	
Accounting and Legal Services	567.95	
Advertising	179.26	
Delivery Expense	993.06	
Heat and Light	206.60	
Office Expense	225.15	
Old-Age and Survivors' Insurance		
Tax	175.96	
Rent Expense	1028.00	
State Taxes	326.83	
Telephone Expense	175.29	
Wages	19160.28	
Discounts on Sales	107.95	
Discounts on Purchases		357.10
	108688.61	108688.61

SUMMER SCHOOLS

■ **Summer, 1951**—In a few weeks hundreds of colleges will roll out the welcome mat for the annual pilgrimage of thousands of business teachers to summer-school campuses, where courses, credits, degrees, and just plain fun await the pilgrims.

BEW's annual tally shows that 142 institutions are offering courses of interest to business teachers; 113 of these institutions answered BEW's inquiry about some aspects of their programs. BEW therefore reports:

• **Advanced Degrees.** Of the 112 schools reporting, 63 offer programs leading to masters' degrees, and 21 offer doctoral programs.

• **Work-Experience Courses.** Twenty schools report offering some kind of a "get a salary, work-experience credit, and graduate credit at the same time" arrangement for this summer. So far as BEW can determine, this is a quadrupling of the five schools known to BEW as having offered such courses last summer.

• **Open Conferences.** Thirty schools are sponsoring conferences open to any business teachers who wish to attend. The purposes of such conferences are multiple—to attract teachers to the campus, to provide an instructing diversion for the regular summer-school attendants, to draw to the school outstanding business education personalities, but principally to fulfill their obligation of community service.

• **Methods Courses.** In answer to BEW's inquiry about specific methods courses being offered, schools responded as follows:

Typewriting	71
Shorthand	69
Bookkeeping	62
General Business	57
Office Practice	43
Office Machines	39
Transcription	39
Supervision	26
Consumer Education	24
General Methods course covering 2 or more subjects	18

• **Key to Offerings.** For each school submitting data, key letters are provided after the data about the school, indicating which courses and types of programs are offered. Schools shown in bold-face type provide more complete details in their advertisements in the adjacent columns.

Key	School Is Offering:
A	Work-Experience Course
B	Methods in Bookkeeping
C	Methods in Consumer Education
D	Methods in General Business
E	Methods in Office Machines
F	Methods in Office Practice
G	Methods in Shorthand
H	Supervision and Administration
I	Methods in Transcription
J	Methods in Typewriting
K	Combination Methods Course
L	Master's Program
M	Doctor's Program
N	Special Open Conference

(Schools for which no key letters are given did not reply to questionnaire.)

Summer School Directory

ALABAMA

STATE TEACHERS COLLEGE, Florence. June 5–August 18. Dr. F. E. Lund, Dean; William A. Richards, Department Head. BCEGJ

UNIVERSITY OF ALABAMA, University. Two terms: June 11–July 20; July 23–August 24. C. E. Williams, Director. FGJ

ARIZONA

ARIZONA STATE COLLEGE, Tempe. Two terms: June 4–July 7; July 9–August 11. E. J. Hilkert, Head, Business Administration Department. DJL

ARKANSAS

ARKANSAS STATE COLLEGE, State College. Two terms: June 4–July 7; July 9–August 10. Dean James Walter Turner. BGHJ

HENDERSON STATE TEACHERS COLLEGE, Arkadelphia. June 4–July 7. Dean S. C. E. Powers.

UNIVERSITY OF ARKANSAS, Fayetteville. Two terms: June 11–July 20; July 23–August 31. Dean Henry Kronenberg, Director; Dean Paul Milan, Department Head. HK

CALIFORNIA

SAN DIEGO STATE COLLEGE, San Diego. Two terms: June 18–July 27; July 18–August 17. I. N. McCollom, Director; Dr. W. H. Wright, Department Head. BDJL

SAN JOSE STATE COLLEGE, San Jose. June 25–August 31. Dr. Raymond M. Mosher, Director; Dr. Earl Atkinson, Chairman of Division. ABDGL

UNIVERSITY OF CALIFORNIA, at Berkeley. June 18–July 28. At Los Angeles. June 18–August 10. Dr. William R. Blackler, Division of Business Education, State Department of Education, Sacramento. LM

University of Southern California, Los Angeles. Two terms: June 25–August 3; August 6–August 31. John D. Cooke, Director; Dr. J. Frances Henderson, Acting Department Head. BCDEFGHIJLM

COLORADO

ADAMS STATE COLLEGE, Alamosa. June 20–August 15. Arthur S. Wellbaum. CGHJ

COLORADO STATE COLLEGE OF EDUCATION, Greeley. Two terms: June 11–June 21; June 23–August 17. Dr. William R. Ross, President; Dr. Kenneth J. Hansen, Department Head. CGHJL

UNIVERSITY OF COLORADO, Boulder. Two terms: June 14–July 20; July 23–August 25. Elmore Petersen, Dean; Helen B. Borland, Department Advisor. BDFGIJL

University of Denver, Denver. Two terms: June 18–July 20; July 21–August 22. Earl G. Nicks, Chairman.

WESTERN STATE COLLEGE OF COLORADO, Gunnison. Three sessions: June 4–June 15; June 18–August 3; August 5–August 18. Rial R. Lake, Acting Director.

CONNECTICUT

TEACHERS COLLEGE OF CONNECTICUT, New Britain. Two terms: June 26–July 28; July 31–September 1. Dr. S. G. Wagoner, Director; Dr. Albert Mossin, Acting Chairman.

UNIVERSITY OF CONNECTICUT, Storrs. June 25–August 4. A. L. Knoblauch, Director; Frank H. Ash, Department Head. L

FLORIDA

FLORIDA STATE UNIVERSITY, Tallahassee. Three terms: June 15–August 15; June 15–July 25; July 28–August 15. Dr. J. Frank Dame, Dean. L

JOHN B. STETSON UNIVERSITY, DeLand. June 18–August 19. Edward C. Furlong, Director and Department Head. BDFGIJ

UNIVERSITY OF FLORIDA, Gainesville. Two terms: June 18–July 28; July 30–August 18; Workshop, July 9–July 28. Joseph B. White, Director; John H. Moorman, Department Head. DEHLM

GEORGIA

GEORGIA STATE COLLEGE FOR WOMEN, Milledgeville. Two terms: June 13–July 20; July 21–August 24. Dr. Donald H. MacMahon, Director; Dr. Donald C. Fuller, Department Head.

GEORGIA TEACHERS COLLEGE, Collegeboro. Two terms: June 11–July 20; July 23–August 29. Cameron Bremseth, Chairman. K

SUMMER SESSION



SIX WEEKS SESSION—June 25 to August 3
FOUR WEEKS SESSION—August 6 to August 31

- Special rates for teachers in active service
- Living accommodations available on and near the campus
- Organized social and recreational program



The University of Southern California offers a wide selection of graduate and undergraduate courses in Business Education leading to the Master's and Doctor's Degree in Business Education.

PROFESSIONAL COURSES IN BUSINESS EDUCATION: New and Improved Techniques in Shorthand Methodology; Methods and Materials in Teaching Salesmanship; Improvement of Instruction in Office and Clerical Practice; Workshop in Business Education; Practicums; Introduction to Business Education. Graduate Credit carried by majority of above courses.

SUBJECT MATTER COURSES: Accounting, Business Law, Economics, Filing, Finance, Office Machines, Office Management, Personnel Management, Selling, Shorthand, Trade and Transportation, Typing. Strong supporting courses in Education and Liberal Arts.

WRITE TO SUMMER SESSION DIRECTOR FOR BULLETIN
UNIVERSITY OF SOUTHERN CALIFORNIA
LOS ANGELES 7, CALIFORNIA

UNIVERSITY OF GEORGIA (College of Business Administration), Athens. Two terms: June 13–August 1; August 2–August 23. James E. Gates, Dean. E

IDAHO

SOUTHERN IDAHO COLLEGE OF EDUCATION, Albion. June 4–July 13. Dean Cheshbrough, Registrar. J

UNIVERSITY OF IDAHO, Moscow. June 11–August 4. J. Frederick Weltzin, Director; Opal H. DeLancey, Department Head. D

ILLINOIS

EASTERN ILLINOIS STATE COLLEGE, Charleston. June 11–August 3. Dr. Bryan Heise, Director; Dr. James M. Thompson, Department Head. ABEFJL

GREGG COLLEGE, Chicago. Three one-week seminars: July 9–13; July 16–20; August 20–24. Roy W. Poe, Director. FGIJ

NORTHWESTERN UNIVERSITY, Evanston. Three terms: June 25–August 5; June 25–August 25; August 7–August 25. Dr. A. C. Van Dusen, Director; Dr. A. C. Fries. ABCDKLMN

SOUTHERN ILLINOIS UNIVERSITY, Carbondale. June 11–August 3. Dr. Lewis A. Maverick, Chairman. DEGJ

UNIVERSITY OF CHICAGO, Chicago. June 25–September 1.

WESTERN ILLINOIS STATE COLLEGE, Macomb. Two terms: June 4–July 13; July 13–August 17. Dr. Frank Beu, President; Dr. Clyde Beighey, Department Head. AKL

INDIANA

BALL STATE TEACHERS COLLEGE, Muncie. Two terms: June 11–July 13; July 16–August 17. Dr. John R. Emens, President; Dr. M. E. Studebaker, Department Head. BDEFGIJLM

INDIANA STATE TEACHERS COLLEGE, Terre Haute. Two terms: June 18–July 20; July 23–August 24; Dr. Paul F. Muse, Department Chairman. ABEGHJL

INDIANA UNIVERSITY, Bloomington. Two terms: June 21–August 10; August 9–August 25. Professor H. B. Allman, Director; Dr. Elvin S. Eyster, Department Head. ABCDEFGHIJLMN

IOWA

AMERICAN INSTITUTE OF BUSINESS, Des Moines. Terms start June 4 and June 11. E. O. Fenton, President. BEFGIJ

IOWA STATE TEACHERS COLLEGE, Cedar Falls. June 11–August 17. Dean M. J. Nelson, Director; R. O. Skar, Acting Department Head. K

STATE UNIVERSITY OF IOWA, Iowa City. June 11–August 8. Dean E. T. Peterson, Director; Dr. William J. Masson, Department Head. BDCJLM

KANSAS

FORT HAYS KANSAS STATE COLLEGE, Hays. June 4–August 3. Dr. E. R. McCartney, Dean; Dr. Leonard W. Thompson, Department Head. DFIL

KANSAS STATE COLLEGE, Manhattan. June 5–August 4. A. L. Pugsley, Director. L

KANSAS STATE TEACHERS COLLEGE, Emporia. June 4–August 2. John E. Jacobs, Director; E. C. McGill, Department Head. ABDEFGHIJLN

KANSAS STATE TEACHERS COLLEGE, Pittsburg. Two terms: June 4–August 3; August 4–August 31. R. H. Hughes, President; W. S. Lyerla, Department Head. KL

KENTUCKY

BOWLING GREEN COLLEGE OF COMMERCE, Bowling Green. Two terms: June 4–July 7; July 9–August 11. J. Murray Hill, President. BGJ

EASTERN KENTUCKY STATE COLLEGE, Richmond. June 4–July 27. Dean W. J. Moore, Director. KL

MOREHEAD STATE COLLEGE, Morehead. June 4–July 27. Dr. Warren C. Lappin, Dean; Dr. R. W. Jennings, Department Head.

MURRAY STATE TEACHERS COLLEGE, Murray. June 5–July 29. Fred M. Gingles, Department Head.

LOUISIANA

LOUISIANA POLYTECHNIC INSTITUTE, Ruston. June 11–August 10. Dr. George W. Bond, Dean. GJ

SOUTHERN UNIVERSITY, Baton Rouge. June 11–August 11. Dean J. B. Cade, Director; Dr. S. V. Totty.

MAINE

HUSSON COLLEGE, Bangor. July 2–August 24. Clara L. Swan, Director. BGJ

MASSACHUSETTS

BOSTON UNIVERSITY, Boston. July 9–August 18. Atlee L. Percy, Director. BCE-GHIJLMN

MICHIGAN

CENTRAL MICHIGAN COLLEGE OF EDUCATION, Mt. Pleasant. June 25–August 3. Dr. J. W. Foust, Director; Claude Love, Department Head.

FERRIS INSTITUTE, Big Rapids. Two terms: May 21–June 29; July 1–August 10. R. E. Pattullo, Registrar; K. G. Merrill, Dean of Commerce. K

MICHIGAN STATE COLLEGE, East Lansing. Summer quarter: June 18–August 31; Summer term: June 18–July 27. Dean Stanley Crowe, Director; Edward A. Gee. DGJL

MICHIGAN STATE NORMAL COLLEGE, Ypsilanti. Two terms: June 20–July 27; July 30–August 17. Dr. E. R. Isbell, Director; Dr. Julius M. Robinson, Department Head.

UNIVERSITY OF DETROIT, Detroit. Two terms: June 25–August 3; August 6–August 31. Francis A. Arlinghaus, Director; Lloyd E. Fitzgerald, Dean.

UNIVERSITY OF MICHIGAN (School of Education), Ann Arbor. Two terms: June 25–August 3; June 25–August 17. H. M. Door, Director; Dr. J. M. Trytten, Department Head. ALMN

WESTERN MICHIGAN COLLEGE OF EDUCATION, Kalamazoo. June 25–August 3. Elmer H. Wilds, Director; Dr. A. E. Schneider, Department Head. GJL

MINNESOTA

GUSTAVUS ADOLPHUS COLLEGE, St. Peter.

STUDY—

in MILE-HIGH DENVER
while you

VACATION—

in SCENIC COLORADO

COLLEGE of BUSINESS ADMINISTRATION UNIVERSITY OF DENVER

Professional Courses for Business
Teachers

MBA Degree (Thesis Optional)

MAJOR FIELDS:

- Accounting
- Advertising
- Airline-Airport Management
- Business Education
- Economics
- Finance & Banking
- Management
- Marketing
- Personnel and Industrial Relations
- Research and Statistics
- Retailing

Program of two-, four-, seven-, or
ten-week periods.

PLANNED RECREATIONAL PROGRAM

Two Regular Terms:	Two-week Courses:
June 18 to July 20	June 18 to July 3
July 21 to Aug. 22	July 5 to July 20
	July 23 to Aug. 3

for additional information address

Earl G. Nicks, Chairman, Business Education
Department, College of Business Administra-
tion, University of Denver, Denver 2, Colorado.

ST. LOUIS UNIVERSITY, St. Louis. Two
terms: June 19—July 28; July 30—Sep-
tember 1. Rev. M. B. Martin; S. J.,
Director; T. F. Quinn, Dean.

SOUTHWEST MISSOURI STATE COLLEGE,
Springfield. May 31—August 2. Roy
Ellis, President; Dr. W. V. Cheek, De-
partment Head.

UNIVERSITY OF MISSOURI, Columbia. June
11—August 3. Dr. L. G. Townsend, Di-
rector; Merea Williams, Department
Head. LMN

MONTANA

MONTANA STATE COLLEGE, Bozeman. June
25—August 3. Milford Franks, Director;
J. W. Blankenhorn, Department Head.

MONTANA STATE UNIVERSITY, Missoula.
Two terms: June 11—July 20; June 11—
August 17. Linus J. Carleton, Director;
Mrs. Brenda Wilson, Associate Professor.
BGJN

NEBRASKA

CREIGHTON UNIVERSITY, Omaha. June 9—
August 3. Rev. J. C. Choppesky, S. J.,
Director; Dr. F. E. Walsh, Department
Head. DF

STATE TEACHERS COLLEGE, Kearney. Two
terms: June 4—August 3; August 4—
August 18. Herbert L. Cushing, Director.

UNIVERSITY OF NEBRASKA, Lincoln. Two
terms: June 5—July 27; June 5—July 18.
Dr. Frank E. Sorenson, Director; Luvicy
M. Hill, Department Head. ABDEGI-
JLMN

UNIVERSITY OF OMAHA, Omaha. Two
terms: June 11—July 14; July 16—August
18. E. M. Hosman, Director; J. W.
Lucas, Division Head. BDFGHIJN

NEW MEXICO

New Mexico Highlands University, Las
Vegas. Two terms: June 4—July 12;
July 13—August 17. Dr. Byron Roberts,
Director; Vernon V. Payne, Department
Head. BCDGJL

NEW MEXICO WESTERN COLLEGE, Silver
City. June 4—July 27. Dr. H. W. James,
Director; W. J. Lincoln, Department
Head. BDEFGIJ

NEW YORK

COLUMBIA UNIVERSITY (Teachers College),
New York. July 2—August 10. Professor
Thomas C. Izard, Director; Hamden L.
Forkner, Department Head. BDEFGH-
IJLMN

HUNTER COLLEGE, New York. July 9—
August 17. Professor Broderick Cohen,
Director; Professor Philip R. V. Curoe,
Department Head.

NAZARETH COLLEGE, Rochester. July 5—
August 11. Sr. Rose Angela, Director;
Elizabeth Fake.

NEW YORK COLLEGE FOR TEACHERS, Al-
bany. July 2—August 11. Dr. Milton G.
Nelson, Director; Milton C. Olson,
Chairman.

NEW YORK UNIVERSITY (School of Edu-
cation), New York. Three terms: June
4—June 29; July 2—August 10; August
13—September 7. Dean Ralph E. Pickett,

A, Work-Experience; B, Bookkeeping; C, Con-
sumer Education; D, General Business; E, Office
Machines; F, Office Practice; G, Shorthand; H,
Supervision; I, Transcription; J, Typewriting; K,
Combination Methods; L, Master's Program; M,
Doctor's Program; N, offering open conference.

VACATION...

on beautiful Puget Sound

STUDY...

a five weeks special methods course in
Shorthand, Typing and Bookkeeping

EARN...

six semester hours credit

• Here is a special how-to-do-it course
designed to give every commercial teacher
the practical aspects of classroom manage-
ment and teaching. Every teacher completing
this course will be able to produce better
classroom results with less effort and in less
time.

• Included in this course are comprehensive
lectures by leading authors and outstanding
educators in the field, motion pictures, demon-
strations and exhibits.

Registration: June 11

For further information write:
Prof. W. L. Gross, Charge of Business
Teacher Training

COLLEGE of PUGET SOUND

Tacoma 6, Washington

June 11—July 20; United Nations Sem-
inar, June 3—June 9. Oliver C. Hagglund,
Director; Kyle Montague.

STATE TEACHERS COLLEGE, Mankato. Two
terms: June 11—July 20; July 23—Aug-
ust 25. Dean Albert B. Morris, Director;
Dr. Duane McCracken, Chairman. FGJ

STATE TEACHERS COLLEGE, St. Cloud. Two
terms: June 12—July 22; July 22—
August 25. Dr. John W. Headley, Di-
rector; C. E. Daggett, Department Chair-
man. BCDEFGHIJ

UNIVERSITY OF MINNESOTA, Minneapolis.
Two terms: June 18—July 28; July 30—
September 1. Dean T. A. H. Teeter,
Director; Dr. Ray G. Price, Department
Head. BCDGL

MISSISSIPPI

MISSISSIPPI SOUTHERN COLLEGE, Hatties-
burg. June 4—August 16. Dr. R. A.
McLemore, Dean; J. A. Greene, Depart-
ment Head. K

UNIVERSITY OF MISSISSIPPI, University. Two
terms: June 4—July 12; July 13—August
21. Dr. A. B. Martin, Director; R. B.
Ellis, Registrar. ABCDEFGHIJL

MISSOURI

NORTHEAST STATE TEACHERS COLLEGE,
Kirksville. June 4—August 9. Walter H.
Ryle, President; Dr. P. O. Selby, Divi-
sion Head. BCDEFGHJL

NORTHWEST MISSOURI STATE COLLEGE,
Maryville. May 31—August 4. Dr. Ster-
ling Surrey, Department Head. K

Director; Dr. Paul S. Lomax, Depart-
ment Chairman. BCDEFGHIJLMN

SYRACUSE UNIVERSITY, Syracuse. Three
terms: June 12—July 21; July 5—August
11; July 24—September 1. Dr. Robert S.
Fisk, Chairman; Dr. O. R. Wessels, De-
partment Head. ABEGJLMN

NORTH CAROLINA

DUKE UNIVERSITY, Durham. Two terms:
June 12—July 21; July 21—August 31.
Paul H. Clyde, Director.

EAST CAROLINA TEACHERS COLLEGE, Green-
ville. Two terms: June 4—July 10; July
11—August 17. Dr. Leo W. Jenkins, Di-
rector; Dr. E. R. Browning, Department
Head. AFGIJLN

LENOIR RHYNE COLLEGE, Hickory. Two
terms: June 11—July 18; July 19—August
24. G. R. Patterson, Director; G. W.
McCreary, Department Head.

NORTH DAKOTA

STATE TEACHERS COLLEGE, Dickinson. June
12—August 4. Charles E. Scott, Presi-
dent; L. G. Pulver, Department Head.
BDJ

UNIVERSITY OF NORTH DAKOTA, Grand
Forks. Business Education Conference,
June 4—June 6. Dorothy L. Travis, As-
sistant Professor; O. M. Hager.

OHIO

BOWLING GREEN STATE UNIVERSITY, Bowl-
ing Green. June 18—August 10. J. W.
Bunn, Registrar; Dr. E. G. Knepper, De-
partment Head. BDFGHIJL

Attend Summer School in the Colorful Southwest

**Study in
Cool Climate**

**Accredited
Graduate Courses**

**First Term
June 4 - July 12**

**Second Term
July 13 - August 12**

For full details write:

HIGHLANDS UNIVERSITY
LAS VEGAS • NEW MEXICO

Highlands University, located in the northeast corner of New Mexico, offers you the ideal combination of cool climate and mountain recreational facilities that will make your summer school a highly enjoyable experience.

A carefully selected guest faculty headed by Dr. Paul S. Lomax, head of the business education department at New York University, will join the regular faculty to provide a broad and interesting program on both the graduate and undergraduate levels.

**Southwest Conference
on Business Education
June 15-16**

CLEVELAND COLLEGE (Western Reserve University), Cleveland. June 18-September 7. C. Wilson Randle, Dean. DEFGIJ

KENT STATE UNIVERSITY, Kent. Two terms: June 18-July 27; July 30-August 31. Dr. Elizabeth M. Lewis, Department Head. ABDGL

OHIO STATE UNIVERSITY, Columbus. Two terms: June 19-July 25; July 26-August 31. H. P. Fawcett, Chairman; Dr. J. Marshall Hanna, Professor. BDEFGIJLMN.

UNIVERSITY OF AKRON, Akron. Two terms: June 18-July 27; June 18-August 10. Dr. H. R. Evans, Dean; H. M. Doult, Department Head.

UNIVERSITY OF CINCINNATI, Cincinnati. Two terms: June 15-July 21; July 23-August 28. Dr. Spencer Shank, Dean; Harold Leith, Program Chairman. CGJLM

WILMINGTON COLLEGE, Wilmington. Two terms: June 11-July 14; July 16-August 17. Graydon Yapple, Director; Evalyn Hibner, Department Head. CD

OKLAHOMA

CENTRAL STATE COLLEGE, Edmond. Two terms: May 29-July 27; July 28-August 17. Dr. George Huckaby, Director; M. L. Bast, Department Head. K

NORTHEASTERN STATE COLLEGE, Tahlequah. Two terms: May 28-July 26; July 27-August 23. Noble Bryan, Director; E. H. Haworth, Department Head. BEGHJ

PANHANDLE A. & M. COLLEGE, Goodwell. Two terms: June 4-July 27; July 30-

August 17. E. Lee Nichols, Jr., Registrar; Frank A. Ross, Department Head. FGJN

UNIVERSITY OF OKLAHOMA, Norman. Two terms: June 6-August 6; August 6-September 1. Dean Glenn C. Couch, Chairman. BDEFGHJLM

University of Tulsa, Tulsa. June 6-August 3. Clyde I. Blanchard, Head, Department of Business Education. BDGI

OREGON

OREGON STATE COLLEGE, Corvallis. June 18-August 10. Dr. Franklin R. Zeran, Director; Dr. C. T. Yerian, Department Head. ABCDFGHIJL

UNIVERSITY OF OREGON, Eugene. June 18-August 10. Dean Paul B. Jacobson, Director; Professor Jessie M. Smith. BEFGIJL

PENNSYLVANIA

BLOOMSBURG STATE TEACHERS COLLEGE, Bloomsburg. Three terms: June 4-June 22; June 25-August 3; August 6-August 24. Harvey A. Andruss, President; Richard G. Hallisy, Department Director.

ELIZABETHTOWN COLLEGE, Elizabethtown. Three terms: June 4-June 23; June 25-August 4; August 6-August 25. Frank S. Kugle, Department Head; Henry G. Bucher, Director.

GROVE CITY COLLEGE, Grove City. June 18-August 17. Dr. Weir C. Ketler, Director.

Pennsylvania State College, State College. Three terms: June 12-June 29; July 2-August 11; August 13-August 31. Dr.

M. R. Trabue, Director; Dr. James J. Gemmell, Chairman. BCDGHJLMN

STATE TEACHERS COLLEGE, Indiana. Three terms: June 4-June 22; June 25-August 3; August 6-August 24. Dr. Ralph Heiges, Dean; G. G. Hill, Director. BG

STATE TEACHERS COLLEGE, Shippensburg. Three terms: June 4-June 22; June 25-August 3; August 6-August 24. Dr. Earl Wright, Director; Dr. Etta C. Skene, Department Head. BDEFGIJ

TEMPLE UNIVERSITY, Philadelphia. Two terms: June 25-August 3; August 6-September 14. John M. Rhoads, Director; Dr. William M. Polishook, Department Head. BDLM

UNIVERSITY OF PENNSYLVANIA, Philadelphia. June 5-August 14. E. D. Grizzell, Dean, School of Education; W. L. Einolf, Director. CHL

UNIVERSITY OF PITTSBURGH, Pittsburgh. Two terms: June 18-June 29; July 2-August 10. Frank Shockley, Director; Dr. D. D. Lessenberry, Department Head. FIJK

SOUTH DAKOTA

BLACK HILLS STATE TEACHERS COLLEGE, Spearfish. Two terms: June 4-July 6; July 9-August 10. Dr. Russell E. Jones, President; Evelyn Elliott, Department Head. A

SOUTHERN STATE TEACHERS COLLEGE, Springfield. Two terms: May 28-June 29; July 2-August 3. W. W. Ludeman, Director; Arthur Tschetter, Department Head. K

TENNESSEE

GEORGE PEABODY COLLEGE FOR TEACHERS, Nashville. Two terms: June 18-July 18; July 18-August 17. Theodore Woodward, Department Head. BDEGHJL

TENNESSEE POLYTECHNIC INSTITUTE, Cookeville. Two terms: June 4-July 10; July 11-August 18. Everett Derryberry, President; Louis Johnson, Jr., Director. BGJN

UNIVERSITY OF TENNESSEE, Knoxville. Two terms: June 11-July 18; July 19-August 24. Dr. Theodore W. Glocker, Dean, Business Administration. BEGIJLN

TEXAS

EAST TEXAS STATE TEACHERS COLLEGE, Commerce. Two terms: June 6-July 16; July 18-August 27. Dean Frank Young, Director; Dr. C. O. Mitchell.

HARDIN-SIMMONS UNIVERSITY, Abilene. BEFGIJL

NORTH TEXAS STATE COLLEGE, Denton. Two terms: June 6-July 14; July 16-August 24. O. J. Curry, Director; L. M. Collins, Department Head. BCDEFGIJLMN

SAM HOUSTON STATE TEACHERS COLLEGE, Huntsville. Two terms: June 4-July 13; July 16-August 24. Dr. Harmon Lowman, Director; Jean D. Neal, Department Head.

SOUTHERN METHODIST UNIVERSITY, Dallas. Two terms: June 6-July 17; July 19-August 31. Dean Hemphill Hosford, Director; Mrs. Virginia Baker Long, Department Head. BFGJ

A, Work-Experience; B, Bookkeeping; C, Consumer Education; D, General Business; E, Office Machines; F, Office Practice; G, Shorthand; H, Supervision; I, Transcription; J, Typewriting; K, Combination Methods; L, Master's Program; M, Doctor's Program; N, offering open conference.

The Pennsylvania State College

INTER-SESSION

June 12 to June 29

MAIN SUMMER SESSION

July 2 to August 11

POST-SESSION

August 13 to August 31

Summer
Sessions
1951

Special courses in business education, including curricula, improvement of instruction, methods of teaching distributive education, teaching of bookkeeping, teaching of shorthand, teaching of typewriting, and research. More than 500 courses in total program. One to 12 weeks of study. Living expenses and instructional fees moderate.

for catalogue write:
Director of Summer Sessions
Room 101-C, Burrowes Building
THE PENNSYLVANIA STATE COLLEGE
State College, Pennsylvania

Ideal for Summer Study and Recreation

UNIVERSITY OF TULSA SUMMER SESSION

JUNE 6 - AUGUST 3

Graduate Division offers the following courses leading to the degree of Master of Business Education:

Current Trends and Problems in Business Education

Improvement of Instruction in Bookkeeping

Improvement of Instruction in Shorthand and Transcription

Secondary School Business Curricula

Tests and Measurements in Business Education

Audio-Visual Aids in Business Education

Also, courses in music, radio, drama, literature.

STUDY IN COMFORT

in beautiful dormitory and Business Administration Building. Enrich your experience in the Oil Capital of the World. Enjoy the scenic Ozarks and National parks.

REGISTRATION: June 4 and 5
For detailed information and bulletin write Clyde I. Blanchard, Head, Department of Business Education,

UNIVERSITY of TULSA
Tulsa, Oklahoma

SOUTHWEST TEXAS STATE TEACHERS COLLEGE, San Marcos. Two terms: June 4-July 13; July 16-August 23. Dr. J. G. Flowers, Director; Dr. Alvin Musgrave, Department Head.

STEPHEN F. AUSTIN STATE COLLEGE, Nacogdoches. Two terms: June 5-July 17; July 19-August 28. Dr. T. E. Ferguson, Director; Dr. Guy W. Trump, Department Head.

TARLETON STATE COLLEGE, Stephenville. Two terms: June 4-July 14; July 16-August 25. E. J. Howell, President; Z. C. Edgar, Department Head. BEFGIJ
TEXAS CHRISTIAN UNIVERSITY, Fort Worth. Two terms: June 4-July 14; July 16-August 25. Dr. Ellis M. Sowell, Dean; Dr. Ruth I. Anderson, Associate Professor. BDJL

TEXAS COLLEGE OF ARTS AND INDUSTRIES, Kingsville. Two terms: June 4-July 14; July 16-August 25. J. R. Manning, Director; J. C. Jernigan, Dean. L

TEXAS TECHNOLOGICAL COLLEGE, Lubbock. Two terms: June 4-July 13; July 16-August 24. W. P. Clement, Registrar; Dr. Clifford B. Shipley, Department Head. ABCDEFGHIJL

TEXAS WESTERN COLLEGE, El Paso. Two terms: June 5-July 13; July 16-August 24. Judson F. Williams, Dean; Wade Hartrick, Chairman. BCDEFGHIJ

TILLOTSON COLLEGE, Austin. Audrey W. Scott, Director of Commercial Education; Dr. M. L. Ore, Director. AK

UNIVERSITY OF HOUSTON (College of Business Administration), Houston. Two terms: June 6-July 17; July 19-August

28. Dr. Eugene H. Hughes, Dean; Dr. Carlos Hayden, Chairman. GIJLMN
UNIVERSITY OF TEXAS, Austin. Two terms: June 5-July 18; July 19-August 29. Dr. William R. Spriegel, Dean; Florence Stullken, Division Head. BDFGJL

WEST TEXAS STATE COLLEGE, Canyon. Two terms: June 4-July 13; July 17-August 24. Frank H. Morgan, Registrar; Dr. Lee Johnson, Department Head. BDHIJL

UTAH

UNIVERSITY OF UTAH, Salt Lake City. June 16-August 31. Harold W. Bentley, Dean; E. C. Lorentzen, Department Head. GJ

VIRGINIA

LONGWOOD COLLEGE, Farmville. June 18-August 11. W. W. Savage, Director; M. L. Landrum, Department Head. K

MADISON STATE COLLEGE, Harrisonburg. June 18-August 11. Percy H. Warren, Director; Dr. S. J. Turille, Department Head. D

UNIVERSITY OF VIRGINIA, Charlottesville. June 25-August 18. George B. Zehmer, Dean; Tipton R. Snaveley, Department Head. BD

VIRGINIA POLYTECHNIC INSTITUTE, Blacksburg. Two terms: June 14-July 21; August 1-August 21. Dr. L. A. Pardue, Vice-President; Dr. Harry Huffman, Department Head. ADEFGIJLN

WASHINGTON

College of Puget Sound, Tacoma. June 11

—July 20. Office of the Dean. K
STATE COLLEGE OF WASHINGTON, Pullman. June 18-August 11. David E. Willis, Acting Director; Anne Corcoran, Department Chairman. L

UNIVERSITY OF WASHINGTON, Seattle. Two terms: June 18-July 18; July 19-August 17. Dr. Eric L. Barr, Director; Dr. M. Fred Tidwell, in charge of Business Education Courses. BDEFGIJLN

WEST VIRGINIA

CONCORD COLLEGE, Athens. Two terms: June 4-July 13; July 16-August 24. David Kirby, Dean; Cloyd P. Armbrister, Department Head. CG

MARSHALL COLLEGE, Huntington. Two terms: June 4-July 13; July 16-August 24. Stewart H. Smith, Director; Vernon D. Jolley, Department Head. BCDEFGI
WEST VIRGINIA STATE COLLEGE, Institute. Two terms: June 4-July 14; July 16-August 24. Dr. Harrison H. Ferrell, Director; Dr. Richard Homburger, Department Head. BFGIJ

WISCONSIN

UNIVERSITY OF WISCONSIN, Madison. June 25-August 17. Dean John Guy Fowlkes, Director; Russel J. Hosler, Department Head. K

WHITEWATER STATE TEACHERS COLLEGE, Whitewater. June 19-July 28. A. I. Winther, Director; Paul A. Carlson, Chairman. BDEFGJN

WYOMING

UNIVERSITY OF WYOMING, Laramie. Two

terms: June 18–July 20; July 23–August 24. O. C. Schwiering, Director; Robert L. Hitch, Department Head. BDGJL

CANADA

BRITISH COLUMBIA DEPARTMENT OF EDUCATION SUMMER SCHOOL, British Columbia. July 3–August 3. Dr. Harold P.

Johns, Director. D
UNIVERSITY OF NEW BRUNSWICK, Fredericton, New Brunswick. July 3–August 11. R. J. Love, Director. J
UNIVERSITY OF SASKATCHEWAN, Saskatoon, Saskatchewan. July 3–August 11. Dr. H. H. Ferns, Director; F. S. Rawlinson, Department Head. BGJ

What Every Good Summer School Scholar Should Know About School Libraries

HELEN HINKSON GREEN
Michigan State College
East Lansing, Michigan

Soon it will be time for all us business education fans to be trekking off to summer school. The ability to utilize fully the library facilities of whatever school we attend will play no small part in the efficiency of our study and the ultimate good derived from our work.

■ **The Bigger the Better**—Usually, the larger the school, the larger and more complete the library; but this is not always true. However, it does follow that the bigger the library, the more there is to bamboozle or to help us.

By trial and error, happenstance, dogged determination, sheer luck, or a combination of all of these, most of us finally become familiar enough with our particular summer school library's various nooks and crannies, intricacies and exigencies, card catalog and cardex, order and organization, to muddle through several summers of work with some modicum of success.

True, the ability to track down an incomplete reference, to pant hard on the trail of a particular rare specimen of research and be in at the "kill" is supposed to be a part of graduate study. Yet, if someone who has gone before, has arduously worked his way through a morass of library detail, it seems sheer stupidity and waste not to blaze the trail as clearly as possible for those who come after.

There are many who will be going to large colleges and universities from small undergraduate schools where a semihazy knowledge of "Dewey Decimal" or "L. C." proved an "Open Sesame" to all the available, limited library facilities. If you are one of these, as was and is the author, pray read on.

■ **Get the Lay of the Land**—Right off the bat, you had better plan on taking half a day—O.K. make it an hour or two

if you've got a new date lined up for coke or coffee—to familiarize yourself with things in general concerning the library.

• **Find WHERE It Is.** Now that sounds simple, but it may be anything but simple if you are attending a really large college or university for the first time. Also, it may be a case of finding where "they" are if you are in on one of those deals where *special subject* libraries are housed in various schools or departments.

You may find that in your particular college you won't need to go near the central library more than once or twice all summer. But you may have to dash merrily from one branch to another. On the other hand, if the various divisions are all housed in one central building, you may need to familiarize yourself with all the various divisions within which you will work.

• **Get a Handbook.** There are sure to be some library handbooks or sheets of directions floating around someplace. The trick is to make a point of connecting with one of them—and soon. If one doesn't just seem to drift into your possession without any effort on your part, do a little sleuthing and find one. Some schools (may their tribe increase!) make a practice of distributing library information sheets along with registration materials; others strew such information around in the various libraries or divisions. Wherever it is, find it.

• **Study That Handbook.** Don't just "connect" with that handbook—study it. Not just casually, in perfect imitation of your students doing one of your assignments, but exactly as you tell them to do it. "Read the directions *three times*." First, for a quick, overall picture; a second time, for a careful step-by-step "intake," and, a third time, for a *final* check to see whether you have missed anything. You'll be surprised at how much more clearly you'll see

some things on that third going over. Don't grumble about the abstruseness of handbooks in general until you have given yours the *three-times-over* workout.

■ **Brush Up on "Dewey Decimal"**—All Gaul may have been divided into three parts, but Mr. Dewey liked to deal in tens. According to his system, all books, excluding fiction and biography, are divided into ten broad classifications, each of which may be further divided into ten, and each of these ten into ten, and so on in "another ant went in and got a grain of wheat" fashion. You just never run out of classifications or numbers. The ten broad classifications look like this:*

General Works	0-99
Philosophy	100-199
Religion	200-299
Sociology	300-399
Philology	400-499
Natural Science	500-599
Useful Arts	600-699
Fine Arts	700-799
Literature	800-899
History	900-999

■ Business Education—

• **The 650.xx's through the 653.xx's.** In case you haven't already discovered it, Business Education is a *useful art*, and the 650.xx's through the 653.xx's are your meat.

• **Research Studies in Business Education, Delta Pi Epsilon, 650.7.** Familiarity with these will be an absolute *must* when you start making that "exhaustive study" of studies similar to your project. What project? Why, that *thesis*, which like death and taxes is certain to catch up with you one fine day. These are slim, paper-backed books of various colors. In case you find that some study you would like to see has been made at some other college, you can get hold of it through interlibrary loan service, usually—but more about that later.

• **Business Education Periodicals.** The business education periodicals, like some insects, will be going through three distinct stages of development, in all probability. You will need to track down all three. The final stage will be the *bound volumes*, which will be properly shelved among the 650.xx's; the initial stage will be the most current issues (unbound), which will probably be on some current periodical shelves along with other current magazines. A third, an elusive group of "intermediate ones" that you just can't

*It may be that the books in your school's library do not start with numbers, like 370.xx, but rather with two letters and four numbers, like LB1270.xx. In this case, you've encountered a library that uses the Library of Congress classification system instead of the Dewey Decimal system. Much more intricate than the Dewey system, the L.C. system cannot be readily abridged. Still, you will find that the card catalogue untangles all mysteries regardless of the classification system being used.

seem to locate, will probably be lurking around someplace, tied up in a neat bundle marked "Hold for Bindery." Such bundles are usually at your disposal if you only know where to find them, or even know enough to ask if there are such bundles around. Be a good sport and avoid hard knots when you tie them up again!

We found out about these quite by happenstance when we watched a gal shinny up the front of some shelves, monkey-fashion, to drag off a big dusty bundle from the very top ledge. And that brings us to another important point to remember in your library work. Keep your eyes and ears open, and don't be afraid to ask questions for fear someone will think you are green. You can make up for being an animated question mark by passing on to someone else any useful information you acquire by the direct interrogation method.

• **Pamphlet File, Textbook Catalogs, NABTTI File, etc.** Occasionally you may have need of a textbook catalog, some pamphlet you have found mentioned in your reading, or a NABTTI bulletin. These things may not be cataloged, but it is a pretty safe bet that they are there. But where? Well, it is possible that they may be back in the librarian's holy of holies, that keep-out zone in an inner office; but the chances are that she will be glad to let you into her sanctum if she finds out what sort of pamphlet you are looking for, and if it is on file.

• **Business Education Syllabi and Textbooks.** If you find yourself working on a project in curriculum building, you will want to consult some syllabi on business education, and also some textbooks. Like the pamphlet file, these may not be cataloged, but you will probably find them housed in a special textbook corner. Probably the easiest way to check on whether or not these things are cataloged will be to look for several textbooks in the card catalog. If they are among the missing, it doesn't necessarily mean the library has no copies. It just means that textbooks are

uncataloged, nine chances out of ten. Now is the time to ask where they may be, if you can't find them by a little diligent "shelf reading."

■ **Related Subjects in the 651's, Too—** Don't forget that your neat little Business Education corner of some Educational Division is not all there is to your field. That broad, basic business background that you are going to acquire may take you up two floors or even across a campus, for you are going to be delving into economics, management, marketing, finance, money and banking, and goodness knows what else. Many of these may be housed in a social science library, quite separate and apart from "Education."

To give you a few leads, *Office Management* material will be in the 651's, and *Labor Relations* in the 658's. "The Romance of Steel," in case you're interested, is 672. What's romantic about it? Look at the subtitle. "The Story of 1,000 Millionaires."

• **Business Periodicals.** In connection with your basic broadening, you will probably need to become familiar with such periodicals as *Harvard Business Review*, *Business Week*, *Personnel Digest*, *Personnel Review*, and many "house" organs. Remember to look for the usual three stages among these, too. Sometimes there is a fourth stage, when a whole group of issues will be held "On Reserve" at the charging desk. Find out about these reserves, too.

■ **Business Education Index, 016.37—** Like the Delta Pi Epsilon studies, these Business Education Indexes are thin, paper-backed books, assorted colors, for assorted years. Also like the Delta Pi Epsilon studies, these are going to be invaluable aids when you come down with a sure-enough case of *thesisitis*. They are just what the doctor ordered for making out that bibliography for your research. You aren't nearly that far along, you say? Even if you're not, you ought to become familiar with these indexes. Look up an article or two that you find listed, just to see how good you are at tracking down references. No, we aren't being funny. This is not a game.

■ **General Education, 370's—**Business Education may be classed as a useful art, but General Education is a subdivision of Sociology and is numbered among the 370's, mainly. Again, because Business Education cuts across so many subject lines, you will find yourself having much traffic with the 370's.

• **Education Index, 370.xx.** For your convenience, it would be nice if this were filed right next to *Business Education Index* (016.37), but one look at the numbers tells you that it won't be. Locate this one right at the start, for



Mrs. Green . . . and Dewey Decimal

you will need it, not only in building bibliography for your thesis but also for locating materials for your various classes.

• **Methodology in Research, 370.7.** Here are three helps for you to remember when you get to the How-to-Construct-a-Questionnaire stage. Koos (370.7) *The Questionnaire Method*, Good (370.7) *How to Do Research in Education*, and Davis (370.7) *Methods in Educational Research*. These will really get you on the beam. Better make a note of them. Every professor refers to them.

■ **"Documents" and "Reference"—**Find out whether or not your library has a special division for "Documents" and for "Reference," and make a point of finding out what may be housed in those divisions that would be of value to you. For example, at Colorado University, *The Dictionary of Occupational Titles* is located in "Documents." So are the *Educational Directories*. But the *Abstracts of Dissertations from Other Universities* are found in "Reference," and so is a special Card Catalog of theses written at C. U.

■ **Method of Interlibrary Loans—**This really is a service to top all services. Suppose you find that a certain book or thesis you need is not to be had in your library, but is in some other library, say in one at Cleveland.

Fat chance you have of flying to Cleveland for a quick look at it, you say to yourself. You don't have to fly. Mahamet will come to the mountain via the interlibrary service. It works easy miracles. Just ask for whoever has charge of this service. (She will probably work in "Reference.") Tell her what you want, from where. Sometimes she will even supply the where if you know the what.

In a regular hocus-pocus, heart's-desire-granted-daily manner, she will send for the book, notify you when it

(Continued on page 469)



Famous last words: "Well, don't bother any further. I'll look it up in the library card catalogue."

Typing Film

(Continued from page 441)

students, typing the drills with the demonstrator and then taking a five-minute test resulted, in six periods, in raising the net rates of the group from an initial average of 18 words a minute to an average of 25. One student gained 23 w a m, and ten students gained more than 10 w a m in the six periods. This, I believe, indicates the powerful corrective and refresher value of the film.

• *More important* than the gain in net speed, however, was the spectacular improvement in technique. Many of this group had very serious technique faults. In some cases, though, the student himself was unaware of his fault. For example, they expressed surprise at learning the correct method of inserting and removing paper, the proper way to sit at the typewriter, and the correct method of throwing the carriage. By the time Reel 1 had been

A Note About the Film

Royal's "Right—At the Start" was reviewed in detail in the October, 1949, issue of this magazine; a copy of the review and complete information about renting or purchasing the film may be obtained by writing to the School Department of the Royal Typewriter Company, 2 Park Avenue, New York City 16.

"Right—At the Start" consists of 19 short sequences spliced together and shipped in six reels instead of 19 small ones. The film and its companion Teacher's Guide can be used without any textbook, or they can be used with any text by the judicious selection of sequences that parallel the lessons in the textbook used.

An outline of the presentations:

Reel	Sequence	Feature Content
1	1	Positioning paper guide and paper-lock rolls; inserting and removing paper; use of related operating parts.
2	2	Setting margin stops; reading the various scales; pica and elite type; use of related operating parts.
2	3	Carriage throw and home-key position.
2	4	Posture.
3	5	F, J, R, U introduced.
3	6	Space bar, horizontal spacing.
3	7	G and H introduced.
3	8	Experts' Rhythm Drill.
4	9	D, E, I, and K introduced.
4	10	S, W, L, and O introduced.
4	11	A, Q, P, and ; introduced.
4	12	T and Y introduced.
5	13	C and comma introduced.
5	14	X and period introduced.
5	15	Z and diagonal introduced.
5	16	V and M introduced.
5	17	B introduced.
5	18	N introduced.
6	19	Shift keys, margin release.

shown (this reel provides four sequences dealing principally with techniques), every student felt the motivation to make the correct techniques a part of their permanent habits.

Secretly, I reflected on the many, many hours of drill and harping heretofore required to make students realize their technique faults, learn the correct habits, and *want* to learn them. From the first showing of Reel 1, I was gratified at hearing and seeing carriages snapped back correctly, at seeing the students adjusting their chairs to the right distance from the tables, and so on. How much individual work this correction had taken in the past! As the course progressed, I agreed with the contention of psychologists who tell us that human beings learn and *retain* more of the things they learn by sight than by any other way.

■ **Using the Film in an Advanced Class**—"Right—At the Start" is excellent for use in review and remedial work with students in the advanced course, also. Even though our advanced students must type at 40 w a m or better, to be in the class, their techniques are not perfect. These students profit equally with our remedial group in technique improvement and nearly as much in immediate speed gains.

We have found it wise to show the film more than once to the advanced learners; their daily routine involves so much project work, such as tabulations and the use of business forms, that some of their basic writing habits deteriorate unless refreshed now and then—and this film is a perfect "refresher."

■ **Conclusion**—Many films dealing with typewriting instruction are merely one-show-good-by films. "Right—At the Start," I have found, is, as I said before, a *working* film. Although designed as a keyboard-training film and technique-development aid, the film is so rich in its content that it lends itself to repeat use at all levels of instruction.

The repeat use is especially true for Reel 1, which is the one on techniques and machine operation in general. This reel can be profitably resown *many* times; somehow, the students profit anew with each showing.

And, somehow, the inner stimulation that the film gives the students continues anew with each showing. After each showing, I note an improvement not only in technique and sure control but also in relaxation, in confidence, and in the individual student's belief that he can do, and do well, the work at hand.

If I were renaming the Royal film, or giving it a sub-title, I would suggest: "Stimulation, motivation, and automatization of correct typing techniques in Six Reels."

Dynamics

(Continued from page 445)

in the activities of the commercial club.

She might help Mary to see that a situation which leaves "all of our eggs in one basket" is rather frightening for anyone; that, while Mary's desire to attain recognition through excellence in stenography is fine, the situation becomes rather dangerous when her success in this one field seems to be the *only way* for meeting her needs; and, that, when it becomes so important to her that a minor correction seems to "burst her whole bubble of hope," she might well enlarge her field of activities.

Whether the teacher helped Mary as suggested here, or in some other way, she would accomplish much more by her sincere effort *to aid Mary in solving her problem through an understanding of causes* than if she were simply to treat the surface manifestation of the difficulty.

■ **Emergency Measures**—Whenever the dynamic approach is presented to teachers as a means for dealing with discipline problems, a statement similar to this one is invariably made:

"Theoretically it sounds fine, but in a classroom problems often arise that must be dealt with immediately or the learning situation becomes intolerable. You can't always wait until you can understand *why* before you do something about it."

For such a situation, the dynamic approach provides for "first aid" measures, but stresses that the teacher remember the emergency nature of the measure used and *not* consider it as a "cure." Doctor Ojemann compares such measures to the first aid for a serious cut to stop the bleeding. He points out that the first aid must be followed by treatment. So it is with behavior problems. If a pupil is kept after school for misbehaving, remember that the staying after school will not solve the problem either for the teacher or for the pupil. If the teacher uses the time after school to try to learn something about the pupil and makes some effort to understand his problem, then only will the first aid be followed by a start toward "treatment."

■ **Worth a Try?**—The other objection to the plan voiced by teachers is that they "Can't see how a teacher will ever have the time to get all the information and to follow the procedures suggested."

The causal approach in the classroom improves morale through improved teacher-student relationships. The students like their work better. The teacher achieves greater job satisfaction. Surely it's worth a try!

(Continued next month)

The Girl Who Almost Quit

A true account of the last International Typewriting Contest, held in Chicago, June 19, 1946

■ All the heat of a dozen summer months seemed to be concentrated in the big ballroom of the Sherman Hotel¹ in Chicago that June night in 1946. Under the lights, a metallic hum rose from dozens² of typewriters as the world's fastest contestants competed for the championships.

At a table in the fourth³ row from the officials' stand, a contestant from Cleveland was having difficulty. As the girl turned the first page⁴ of her contest copy, she felt her fingers tremble with panic. Stella Pajunas was doing badly. Facing⁵ the very first page of the contest copy, she had made mistakes—a lot of them, for her. Her speed was good, she knew.⁶ But unless she could control her errors, her net score would be impossibly low.

For Stella Pajunas, the prospect⁷ of turning in a bad record was intolerable. She was far from being a beginner. As long before⁸ as ten years, she had traveled from Cleveland with her John Hay High School classmates to this city to compete in her⁹ first International and had won the high school Novice event. In 1938 she had broken¹⁰ the world's school record for the dictating machine competition, and two years later had set a new world's record¹¹ in a special dictating event.

■ The record of this promising young speed typist had not gone unobserved. In¹² 1941, the International Business Machines Corporation, makers of the IBM¹³ typewriter, selected her to train in their New York office for championship competition, under their expert,¹⁴ H. Otis Blaisdell. Although the War had meant suspension of the International typing competition,¹⁵ she had been able to resume her intensive practice early in 1946 and prime her skill¹⁶ for this all-important day in Chicago—skill which had not been growing “entirely rusty,” for she had been serving¹⁷ as private secretary to the sales manager of IBM's Rochester plant.

Yes, Stella Pajunas¹⁸ had worked with all her heart for this June nineteenth. Yet now, as she sat at the machine, her fingers stroking the keys in¹⁹ the way in which her coach had trained her to write, a pulse throbbed in her

forehead and a fear formed in her mind. Had all her²⁰ efforts these past years been wasted? Would all the work of Mr. Blaisdell, her coach, be wasted, too?

Perhaps, she thought, she²¹ had been mistaken about her chances. She had been picked by IBM as a prospective champion, to be²² sure. But, as she sat at the machine seemingly floundering, she thought of Margaret Hamma, the World's Champion Typist,²³ who also was competing in the room that night. Surely, her all-time record of 149 words²⁴ would never be approached by Stella's halting performance!

She thought, too, of her sister, Mary Pajunas, typing²⁵ at the table behind her. The two girls had been competing at John Hay and in friendly contests at home for almost²⁶ ten years. Stella's avid interest in speed typing and the trips to Chicago it afforded had been the²⁷ spark that kindled Mary's interest and encouraged their always co-operative father to buy them a²⁸ typewriter for home practice.

■ How was Mary doing? Stella wondered. Was she making mistakes, too, or was her accuracy²⁹ working in favor of a high net score? As the long, long contest hour stretched out, Stella had an almost³⁰ uncontrollable impulse to quit. Why not turn in her paper now? she reasoned. If she stopped now and gave up, she could³¹ plead a headache or nervousness or any one of a dozen excuses.

*CROSS INDEX

Each month Business Education World presents some 5,000 words of new dictation material for the use of shorthand teachers. The materials selected for this purpose are given in Gregg shorthand in the same month's issue of *Today's Secretary*. Through the use of the cross index given here, these dictation materials serve also as a ready key to shorthand plates in that magazine. The materials presented here are counted in units of 20 standard words.

BEW	TS
Page	Page
467 A Simple Matter of Authority..	417
469 Coronation Ball.....	422
466 Junior O.G.A. Test.....	425
466 O.G.A. Membership Test.....	425
466 Substitute Secretary.....	405
465 The Girl Who Almost Quit.....	408
470 Wits and Wags.....	436



Stella Pajunas, World's Champion Typist . . . Who Almost Wasn't

The instant before her hand went to³² take the paper out of the machine, a single consideration made her hesitate. Mary would know³³ immediately, for she was sitting directly back of Stella. If she quit the contest now, her action would have a³⁴ bad effect on Mary's morale. The sisters were too close in sympathy not to be affected by adverse fortune³⁵ for either. For a long second Stella wavered. Then she decided. She would stick it out! She couldn't ruin³⁶ Mary's chances, even if she had to finish out the championship and turn in a paper that would disgrace³⁷ her. So, Stella kept on going, but now she lessened her pace and typed on—steadily—trying to set a pace that³⁸ would help Mary.

■ Twenty minutes passed, and the whistle was blown signaling the end of the Novice competition. The³⁹ thirty-minute whistle, marking the end of the Amateur session, came and passed, and the last long yellow sheet went⁴⁰ into the typewriters of the few contestants competing in the hour-long professional tilt. Finally the⁴¹ last whistle blew, and the long, long grind was over.

■ Papers were passed in for judging by officials, and the ballroom⁴² of the Sherman Hotel was deserted by the contestants. For almost four hours the judges read and reread the⁴³ papers. It was well after midnight when contestants reassembled in the ballroom and the first trophies were⁴⁴ distributed. The lowest awards came first. Fourth place was announced; then third. But still no mention of Stella Pajunas⁴⁵ or Margaret Hamma. Then came the announcement:

"Second place, Margaret Hamma; first place, Stella Pajunas."

Despite her⁴⁶ fears, she had grossed 151 words a minute—her net, 140!—and *there had been no errors⁴⁷ in her last ten minutes of writing.*

■ But the best word of all came from Mary. When the excitement had subsided⁴⁸ and the sisters had a minute together, Stella admitted that she had come perilously close to giving⁴⁹ up. Before she could explain, however, Mary interrupted.

"Oh, I almost gave up, too," she said. "But one thing⁵⁰ stopped me—I knew if I quit it would discourage you—so I kept on. And now we have a champion in the⁵¹ family!"

■ It was quite a night, that June nineteenth in Chicago. All the heat of a dozen summer months seemed to be⁵² concentrated in the big ballroom. But the new World's Champion didn't mind—didn't mind at all. (1057)

O. G. A. Membership Test

■ A study of the careers of the most successful business men and women will show that courage has been one of their most outstanding attributes. One may possess a very keen reasoning faculty; nevertheless, he may² not enjoy too much success by reason of not having the courage to act on his decisions. As applied to³ your own office work, courage is needed to keep on day after day, even in the face of difficult situations,⁴ never flinching or losing zeal.

It often takes courage to perform one's work in spite of continual⁵ corrections and not lose one's temper when a correction is not necessary yet you have no immediate⁶ way to defend your version. Courage is needed to make a decision yourself and to be ready and willing⁷ to stand by that decision. And, of great importance, it takes courage to acknowledge a blunder. (157)

Junior O. G. A. for May

■ Hello Rosemarie, Did you know that Joe and Vicky have taken a job on a cattle ranch? Neither knew a thing¹ about cattle before this; you should see them now, though! In the beginning, they found it lonesome living away from² the city—now, they are crazy about it. I thought it was going to be difficult for them to get used to³ it, for both of them have lived in the city up to a couple of months ago.

I'm going out to visit them⁴ for a week in June. I'll write you all about it when I get back. Catherine (94).

Substitute Secretary

When her boss was away, everyone imposed on her

EDITH M. DEAN

■ A frown clouded Paulette Ramsey's brow as Mr. Condon talked to her that Monday morning, but she sat mutely beside¹ his desk and listened.

"Our Engineering Division is starting a new branch near Denton," he said, "and it will² be necessary for me to spend a great deal of time up there until the place is running smoothly."

"And while you're³ away, I suppose I'll be a sort of substitute secretary for everyone?" The edge in her voice changed⁴ the words into a question.

■ Warren Condon's fingers turned a pencil end-for-end on his calendar pad. "You'll remain⁵ in my office, where I can contact you by phone, but you will help out elsewhere as the need arises. Miss Nash⁶ co-ordinates the office work throughout the building. She will give you your assignments."

He put his hands on the chair⁷ arms. "Don't be too efficient, though," he teased. "I want you for my secretary when I get back."

Paulette returned his⁸ smile and stood up. "When do you leave?"

"As soon as you collect those papers I wanted."

"They're in your brief case now."

Mr.⁹ Condon's grey eyes twinkled. "That's what I mean about your efficiency," he said, grinning.

Paulette watched him fasten the¹⁰ straps on his brief case, lift his hat from the rack in the corner, and move toward the door. "I won't be gone long," he promised.¹¹

"I hope not. Good luck!"

■ As Mr. Condon's footsteps receded down the hall, Paulette sat in the quiet office¹² surveying her immaculate desk. The two letter trays were empty; her reference books were evenly stacked between¹³ their bronze book ends; the desk calendar turned to May 9 was blank. She hummed a new tune she had heard on the radio¹⁴ in the girls' lounge at lunch time and, opening a bottom drawer, took out a novel. She had just found her place when¹⁵ the door opened. It was Miss Nash. She crossed to Paulette's desk and put down an armload of papers.

"Mr. Condon asked¹⁶ us to keep you busy while he is away," she explained.

"It would be a fill-in job," Paulette sulked.

"I'm afraid so,"¹⁷ Miss Nash agreed. "In our office we usually require so many copies that that is the only practical¹⁸ way to handle it."

Paulette picked up the sample letter petulantly and started to glance through the sheets of¹⁹ addresses.

Miss Nash hesitated at the door on her way out. "If you have any work to catch up for Mr.²⁰ Condon," she said, "there's no great hurry about the work I brought. Tomorrow noon will be fine."

"I'll see if I can get²¹ it out by then," Paulette replied without looking up.

"You should have no trouble. Mr. Condon says you're extremely²² efficient."

"For him, yes," Paulette said pointedly.

■ When Paulette was again alone, she turned back to her book. It was²³ four-thirty when she put it back in the bottom drawer and started work on the letters Miss Nash had brought her. At²⁴ three minutes to five, she slipped the cover on her typewriter and dropped the work she had finished into the outgoing²⁵ box for the last interoffice pick-up.

"They can check it themselves," she murmured, pressing the elevator button.²⁶ "Let them work until 5:30 if they want that batch out tonight—I'm going home early for a change!"

■ At ten²⁷ the next morning, Miss Nash called to ask if Paulette would take some dictation from Mr. Bartelle. "I'll have your calls switched²⁸ to his desk just outside Room 4 while you're there."

Paulette grunted a reply and hung up. Mr. Bartelle, indeed! She²⁹ had never heard of him. It wouldn't be so bad to help one of the supervisors. But this Mr. Bartelle didn't³⁰ even rate an office. After all, her boss was Assistant Chief Engineer.

Then she remembered Mr. Condon's³¹ words: "Don't be too efficient." A random remark, made in jest, but it suggested an idea more and more³² appealing to Paulette.

She snatched her notebook and pen from her desk. She'd wager that Mr. Bartelle wouldn't ask her³³ to help him again.

■ Early Wednesday morning Miss Nash brought some applications to be alphabetized.

"First substitute³⁴ secretary, now substitute file clerk. What next? Substitute flunky?"

Miss Nash ignored Paulette's remark. "I wish³⁵ you'd bring them to my desk, Miss Ramsey, when you're finished. Our group is pretty busy."

With a slowness born of indignation,³⁶ Paulette worked on the papers until 4:30. Then a call came in from Mr. Condon.

"Sorry I haven't³⁷ called sooner," he said apologetically, "but I was sure you could handle anything that might come through³⁸ the office, and this thing developed into a real job. I'll be back in the morning, though."

"That's the best news I've³⁹ heard all week," Paulette replied.

She hurried happily through her work and carried it to Miss Nash's office. Just inside⁴⁰ the door she saw a letter that looked familiar on one of the girl's desks. She leaned over for a closer look.⁴¹ Yes, it was the one she had typed for Mr. Bartelle, complete with mistakes. "Well, that settles that," she smiled to herself.⁴²

■ Paulette's happy anticipation at seeing her boss died abruptly. He had been promoted to Division⁴³ Manager of the new engineering branch at Denton.

"I don't suppose I dare hope that you can go with me," he⁴⁴ questioned indirectly.

Paulette shook her head. "No," she murmured. "I wish I could, but my home is here. I can't leave."

"I⁴⁵ was afraid of that," he replied. "Well, my loss is some other lucky fellow's gain."

"Who—who will replace you?" she asked⁴⁶ nervously.

"I'm not sure. There are several good supervisors who are eligible. Report to Mr. Hunter⁴⁷ in Personnel in the morning, and he will give you further instructions."

■ While Paulette waited to see Mr.⁴⁸ Hunter the next morning, she turned over in her mind possible replacements for Mr. Condon. She smiled confidently.⁴⁹ She had heard him praise her work to every supervisor in the Engineering Division.

Once in⁵⁰ Mr. Hunter's office, she questioned cheerfully, "Well, sir, who will be my next boss?"

The large man considered her⁵¹ soberly for a moment. "I'm not sure," he answered quietly. "Please sit down."

Paulette obeyed. "You mean Mr. Condon's⁵² successor has not been named yet?"

"No. Mr. Bartelle came from our Philadelphia branch for that purpose."

"Mr.⁵³ Bartelle!" Paulette repeated, startled.

Mr. Hunter's blue eyes were sympathetic. "I see you understand."

"Yes," she⁵⁴ admitted, "I do."

Anxiously she looked up at Mr. Hunter. "He wouldn't even give me a chance, would he?"

Out⁵⁵ of the silence that hemmed them in, Paulette heard a deep, regretful "No."

She wet her dry lips and spoke in an almost⁵⁶ whisper. "And I thought just because I worked for the Assistant Chief it was an imposition to ask me to help⁵⁷ an unknown engineer."

"Unfortunately, Paulette, other secretaries make that same mistake and defraud themselves⁵⁸ of valuable experience that they can get only by working outside their own offices."

He lifted⁵⁹ some papers on his desk.

"The only opening we have now," he continued, "is for a stenographer in⁶⁰ the shipping department. And, as you probably know, it will mean a substantial salary cut. If you're interested,⁶¹ though, my secretary will make out the transfer papers."

■ With an air of determination, Paulette arose.⁶² "Thank you, Mr. Hunter, I'll take it."

"Paulette, I know you're capable, and I'll keep you in mind," Mr. Hunter⁶³ promised. "As soon as we have another secretarial opening, I'll call you."

"That's very generous of⁶⁴ you. I suppose I had to be a substitute secretary to learn that there isn't any work that's 'beneath⁶⁵ the dignity' of a really good secretary in an emergency." (1314)

A Simple Matter of Authority

Concluding a story begun last month.

Ellen faces more problems this month—and the situation clears.

MARGARET McCLANE

■ "Miss Remsen, how shall I list these proceedings?"

Confidently, Ellen glanced over¹⁰³ the papers. Then she looked again. Mr. Lane had never spoken about this sort of thing. To the listening¹⁰⁴ room she appeared assured. Inwardly, she groped about. But her audience waited—and she had to face the fact. She¹⁰⁵ didn't know. She didn't know what to do. Yes—yes, she did. She'd hold the sheets—make up some excuse—and ask Mr. Lane¹⁰⁶ after everyone had left.

"This seems rather complicated," she said, carefully controlling the "catch" in her¹⁰⁷ throat. "Suppose you leave it with me and go on with something else. When I have time, I'll give it attention."

Was there a¹⁰⁸ rustle through the room? Did Madeline Thomas smirk? Or did she imagine it? Anyway, it had worked—except that¹⁰⁹ Mr. Lane was in a hurry, looked a bit perturbed, and opened his mouth several times as if to say something.¹¹⁰ Whatever it was, it went unsaid.

But Tuesday morning Miss Thomas appeared at 9:20; Wednesday at 9:30.¹¹¹

Now it was Friday once more. Ellen sighed again. Friday night, and she meant to be working hard. But all she could¹¹² do was think. Think of all the

weeks. Monday, Tuesday, Wednesday—yesterday. She smiled wanly. Thursday, the day of The Battle¹¹³ . . .

■ When Miss Thomas arrived at 9:45, it was too much!

"The buses . . ." the latecomer began.

"Now, look," Ellen¹¹⁴ interrupted brusquely. "I know you've been here two years. Until the morning I came, you had a perfect attendance¹¹⁵ record. Since I've been here, you've been late again and again—with this story of buses. What do you . . ."

Madeline¹¹⁶ Thomas had turned red. With a nervous gesture, she pushed her hair back, and said in a low, tight voice, "You're implying that¹¹⁷ I'm lying. That's not very smart. As a matter of fact, none of the things you've done since you breezed in here have been smart.¹¹⁸ How you got the job I don't know, but you're not going to push me out of mine . . ."

Furious, Ellen stated carefully,¹¹⁹ "I don't want to discuss it. If you're late again, I'll simply have to take it up with Mr. Lane."

"Do that! Please!¹²⁰ Please do just that."

Thursday: An unbelievably stupid, childish day. How could they have pecked at each other that way,¹²¹ like two silly hens battling over a worm. A silly, terrible thing—but—hadn't today been worse? Everyone¹²² walking in en

TWO YEARS OF B. E. W.

Business Education World is the most widely circulated subscription magazine written for business teachers. Its regular subscription rate is \$2.50 for one year, \$4 for two years.

TWO YEARS OF T. S.

Today's Secretary is the glamorous successor to The Gregg Writer. Gives learning aids and career information for all concerned with secretarial careers. Regular rates: \$2.50, \$4.00.

A \$2 SAVING:
\$6 COMBINATION
SUBSCRIPTION

Get both magazines for two years by using the coupon below. Do it now!

GREGG MAGAZINES DEPARTMENT

330 West 42nd St., New York 18, N. Y.

You bet I want that bargain offer!

B.E.W. ☐ Is new ☐ Is renewal^o
T. S. ☐ Is new ☐ Is renewal^o

Start with the issue.

☐ Remittance enclosed ☐ Please bill
(If this order is accompanied by your remittance, you will receive an additional month's magazines free.)

Name

School

Street

City Zone State

Position held

^oSubscription will be extended for two years

TODAY'S SECRETARY

masse at precisely nine; taking precisely the ten-minute break, not one second more, not one¹²³ second less; waiting to begin clearing desks until the hands of the clock said precisely five. No chatter, not a¹²⁴ sound. The little idiots, were they trying to punish her?

Might as well go home. Ellen closed the desk drawers, covered¹²⁵ the typewriter. She sat for a moment, staring at the dark, empty room. What to do? What could she do? Somewhere¹²⁶ in the silent building a door slammed. Someone else working overtime, but probably not at the same problem.

■ Something¹²⁷ creaked in the silence, and she jumped, startled. Mr. Lane stood in the doorway. For a minute he looked at her. Then¹²⁸—"Ellen, I had to come down this way to see some friends. I suspected you'd be here."

He paused, and searched the darkness beyond¹²⁹ her as though to find the words he sought. "Ellen, I want to say just this. That last girl—the one who 'resigned'—I think¹³⁰ she was afraid. Wouldn't even bother telling you if you hadn't become so valuable to me. But that's¹³¹ what I think—she was afraid. Good night, Ellen. Don't stay too late."

And the door closed behind him. Ellen stared at it, a¹³² bit stunned. He had come and gone like the Ghost of Christmas Past. But what did he mean? Afraid? That was a silly thing to¹³³ say, even if he was trying to help her. She felt hurt and angry and—yes, afraid! No, it couldn't be. It was¹³⁴ just too silly. She shook her head as though to throw the thought away, but it tucked itself in a corner of her mind¹³⁵ and stayed.

Absently, Ellen picked up the papers Madeline Thomas had once again left with her, and saw beneath¹³⁶ them a newspaper. The *Long Island Press*—Miss Thomas must have left it along with the work. It was turned to an inside¹³⁷ page, and a four-inch paragraph was outlined in red pencil.

"INTERMITTENT STRIKES CONFUSE LONG ISLAND COMMUTERS¹³⁸"

"Unannounced strikes by individuals or groups of drivers have been heckling the Long Island bus lines for a¹³⁹ month. Although not of major proportions, they have been a source of delay and confusion to the queues of commuters¹⁴⁰ who . . ."

■ The building seemed more quiet than ever, the room darker. The thoughts came tumbling back again. "I didn't even¹⁴¹ give her a chance . . . she wasn't lying . . . I was wrong . . ."

wrong . . . why didn't I let her speak? Oh, why, why? . . ." And the rejected¹⁴² little thought wormed its way to the surface invincibly—"I . . . I was afraid! Afraid of giving an inch and¹⁴² having a foot snatched from me. Afraid to smile. Oh, no, no."

Words and phrases crowded in on her, her own words, her own¹⁴³ phrases: "establishing who's in authority . . . no, I don't need any help . . . ten minutes means ten minutes . . . she should¹⁴⁴ consult me." And the ridiculous business of learning Madeline's work—because she was afraid to be wrong.

Anger¹⁴⁵ overwhelmed her again. It was Mr. Lane's fault, starting her off the very first day by telling her a thing¹⁴⁶ like that! But the anger passed and the truth came through—"If I hadn't been afraid in the first place, his words would have been¹⁴⁷ just what they were intended to be, a friendly warning."

Half an hour passed while she prodded herself and separated¹⁴⁸ the true from the untrue. The facts were, there *had* been unpleasantness in the office before she came. It wasn't¹⁴⁹ all her fault, but perhaps Madeline had learned from her last experience. Perhaps she had meant well—leaving the¹⁵⁰ newspaper was a sign of something. But now there was a mess; that was the biggest fact. And she had to undo it. How¹⁵¹ was the question. But as she switched off the light, her fingers were warm. The cold fingers of fear were gone, and Ellen knew¹⁵² she'd find some answer somewhere.

■ Monday morning she plunged. She knew the whole room was listening once more. The plunge was a¹⁵³ hard one, but she said, "Madeline, I've just found out about the bus strikes. I want to apologize to you. I hope¹⁵⁴ it gets itself straightened out soon. And, one more thing—I haven't time to figure out the right thing to do with these papers.¹⁵⁵ Since I'd have to ask Mr. Lane, anyway, you might as well do it directly. That's all."

Tuesday—and she made¹⁵⁶ a point of not looking at her watch when the girls went out for their morning breaks. By Wednesday she realized she didn't¹⁵⁷ have to make a point of not looking. She had forgotten to. She realized, too, that the chatter was normal:¹⁵⁸ once more, but that the work was being done, nevertheless. Thursday Madeline came to her desk—"Miss Remsen, this is¹⁵⁹ something I think you *do* know. Instead of my bothering Mr. Lane, could we work it out together?"

And they worked¹⁶⁰ together, side by

(Continued from page 463)

side. Slowly, very slowly, Ellen could feel the knots unraveling.

■ She was tired, much more tired¹⁶¹ than usual, when Friday came. As the girls drifted out to lunch, she felt the urge once more to bury her weary¹⁶² head in her arms, to rest. But Madeline Thomas was coming toward her, hesitancy in her face and in her feet.¹⁶³ Then she took the last few steps swiftly and said, "We older girls—I mean Sue and Judy and myself—usually¹⁶⁴ lunch together. We—well, we wondered if you'd care to join us today . . . Ellen?"

And Ellen knew she had won. There were¹⁶⁵ still things to be done and undone, but she had won. What a wonderful boss, what wonderful girls, what a wonderful¹⁶⁶ job! She had beaten her fear. She had won. (3327)

Coronation Ball

HELEN WALKER

■ Natalie Wilson, new queen of the beauty pageant, had silver-blond hair and a face like a Dresden doll; but there¹ was an unhappy look in her eyes.

"Not an ounce of personality," whispered Betty Robbins, who had been one² of Natalie's rivals in the contest.

"Don't be catty, darling," said Jim, whose diamond she wore. "It doesn't become³ you."

"Well, it's true. I tried to talk to her this afternoon, and all I could get out of her was that her father⁴ was a cattle grower."

"Quite a prosperous one, I'll bet," he said as Natalie, in her sequin-sprinkled white dress,⁵ came out on the stage.

At the solemn moment when the crown was being placed on Natalie's head by "Miss Mountain City,"⁶ of last year, there was a stir in the crowd below. A man and woman were pushing themselves rudely to the front.⁷ The man wore a loud-striped jacket and was noisy, even in his whispering. "That's our daughter," he kept saying, pointing⁸ to Natalie. The woman, who wore too many rings and too much make-up, was waving toward the stage to attract⁹ Natalie's attention.

Betty giggled. "Oh, well, you can't expect a cattle grower and his wife to be gentlefolk."¹⁰

■ Her head held proudly erect, Natalie led the Grand March, and then disappeared. Later, when Betty slipped into¹¹

the powder room to give her face a quick going over, she found Natalie, in a crumpled heap of white, sobbing¹² desperately.

"Why, Natalie!" Betty cried, "what is it?"

"My parents came tonight—my real parents, not my¹³ adopted ones. I had just found out who they were, and I asked them to come tonight because I thought they'd be proud—and I'd¹⁴ be proud, too." She choked up again and dabbed her wet handkerchief to her eyes. "But you saw what happened."

Betty nodded.¹⁵ She felt ashamed of the unkind remarks she had made about Natalie. "Are they still here?" she asked.

"Yes," wailed Natalie.¹⁶ "They're out there telling about how they didn't think it was right for carnival folks to take a baby on the¹⁷ road, so they put me up for adoption. Why don't they just say they didn't want me?"

Suddenly Betty pulled Natalie¹⁸ up from the couch. "Wash your face, honey. You're not giving up so easily. We're going out to dance again."

■ The¹⁹ orchestra was playing a waltz. When Jim came to Betty to claim his dance, she shook her head. "Go dance with her," she said,²⁰ nodding toward Natalie's mother, "and tell the other fellows to give her a rush."

"Her?" Jim's voice went up in puzzled²¹ protest.

"I'll explain later," she whispered.

"Now, Natalie," she said, "introduce me to your father."

Half an hour later,²² Natalie's parents had been "danced out." Her father's noisiness seemed only in his clothes. His wife stood panting, most²³ of the make-up gone, and the wrinkles showing frankly. Suddenly she put her arms around Natalie. "We wanted²⁴ you to have the best, Baby."

Her father grinned proudly, as if all this were his doing. "That's right, Sugar; and you sure²⁵ got it!"

His wife sighed happily. "Come on, Harry," she said. "It's time to go. This is Natalie's show. We been hogging²⁶ it too long."

Natalie stood looking after them until they were out of sight. Then she turned to Betty and brushed a²⁷ feathery kiss across her cheek. "I'm going home," she said softly.

"So soon?" asked Betty in surprise.

Natalie's²⁸ violet eyes were misty with her recent crying, but there was happiness in them at last. "My mother's waiting up²⁹ for me," she said. "My other one, I mean. She's my real mother. I never knew quite how much I loved her until³⁰ tonight." (601)

comes, and all you do is pay the express charges both ways. Truly, it is a splendid service. Don't shy away from it because you think it will be involved. Your part in it is most simple.

■ Miscellaneous Things to Know About—

• *Central Desk and Complete Card Catalog.* Whether your library is large or small, the central desk and the complete card catalog are your final authority on whether or not a book is or is not to be had somewhere or other in your particular library. Always consult them when in doubt. You can track down Division locations of material later, once you have ascertained it is to be had.

• *Theses, Theses Charges, Graduate Study Desks.* Find out where the theses are filed, how you go about browsing among them (if the privilege is permitted), and if certain ones of them may be kept out on a "thesis charge." That was a service the author didn't find out existed until she had lugged a pet "model" thesis back for renewal weekly for half a summer. You play it smart, and make arrangements to have your "model" charged out indefinitely to you via the "thesis charge" route.

• *Who's Who in Education.* 923.73. Someone is certain to expect you to know who the business education leaders are. (It's a favorite exam question in almost any course.) The *Who's Who in Education* should be helpful in this, but the general educators seem to have crowded out the business ed. boys. For learning general educators, it is fine. Perhaps you will be the one to do a useful piece of work and compile a *Who's Who in Business Education*.

■ *Finis*—This is certainly not all you will need to know about your library, but it's a starter. Libraries vary, one from another; and the preceding statements are made with the writer's fingers crossed.

In some libraries, you haven't a chance to get within ten feet of an open bookshelf; everything is done with slips of paper; in other libraries, you help yourself and bless the person who puts a book back on the shelf in the wrong place.

But two things are true: The librarians want to help you; they confide to each other how many reference problems they solve in a day. They take pride in solving your problems, too. And, as the second thing, dig up Huffman's "What to Take to Summer School," from the April, 1950, issue of *BUSINESS EDUCATION WORLD*; it contains a wonderful list of books you might want to take with you to save late hours in the library.

New Equipment

(Continued from page 430)

bon reverse side of hecto paper. A big feature: portable.

■ **The Finger-Flite Champion**—A completely new portable typewriter has been introduced by Underwood Corporation, New York City. This new personal writing machine, called the Finger-Flite Champion, has an office-size typewriter keyboard and includes forty improved features for operating convenience. A survey, asking people what they wanted in portables, was used in restyling the machine. Among the improvements attained are the new "see-set" margins, key-set tabulator, and rhythm shift. The machine, with its case, weighs slightly more than sixteen pounds and incorporates a new design feature that reduces creeping.



■ **Professional Lettering**—Using the precision-built Varigraph can give you professional lettering in a fraction of the usual time, say the manufacturers, Varigraph Co., Inc., Madison 1, Wisconsin. Compact and easy to use, the device measures 7 x 7 inches and slides smoothly along a rule or any straight-edge tacked to a drawing board.

Lettering pen point at upper left is operated by moving stylus at lower right along letters engraved in an insertable templet. Control knobs on top govern height and width of letters or numerals, with settings from .150 to .750 of an inch possible. Hundreds of variations of any alphabet can be produced from one full-size templet, and templets come in more than sixty popular type faces.

■ **Electronic Tape Dictating Machine**—The first completely electronic dictating machine, using magnetic tape, has been introduced by the Permoflux Corporation, Chicago, Illinois. The machine is a specially designed dictating system, and not an ordinary general-purpose recording instrument. Magazine loading is employed, and magazines are inter-

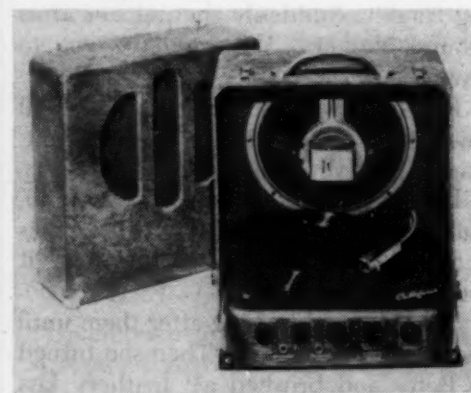


changeable from one machine to another.

Includes these features: audible end-of-tape indicator; automatic stop at end of tape; automatic backspacer; automatic erase; instantaneous stop and start, with no slurs; microphone or speaker playback. Added feature—it is portable.

■ **Magazine Binder**—Bro-Dart Industries, 59 E. Alpine Street, Newark, New Jersey, has introduced a clear, sparkling, heavy-duty "Plasti-Kleer" magazine binder, designed specifically to keep magazines looking clean, crisp, and attractive under constant handling. Can also be used on catalogs and portfolios for more effective sales presentations. The binder holds the periodical firmly in place by means of a simple metal "lock-fast" device, and allows magazines to be changed in 30 seconds. Ideal for teachers who keep reference publications such as BEW.

■ **Combination Sound System**—A new portable three-speed transcription player has been perfected by the Califone Corporation, 1041 N. Sycamore, Hollywood, California. This new unit will handle from 7-inch to 17¼-inch recordings and will play 33⅓ r.p.m., 45 r.p.m., and 78 r.p.m. recordings. Sufficient power is generated to cover comfortably



an audience up to 3,500 persons. Califone's exclusive and patented Varipole speed control permits a gradual adjustment of turntable speed from 25 per cent below normal to 10 per cent above. Exceptionally well suited for dancing or music classes.

Outstanding features: two 12-inch speakers, 25-foot extension cables on each speaker, power output of 16 watts.

Advertisers' Index

Allen, H. M.	427
College of Puget Sound	459
Esterbrook Pen Co., The	432
Gregg Publishing Co.	424, 429
Hammond Desk Co.	Cover 3
Highlands University	460
International Business Machines	425
Karl Manufacturing Co.	429
McGraw-Hill Textfilm	430
Mohawk Valley Sports, Inc.	427
Monroe Calculating Machine	
Co.	423
Pennsylvania State College ...	461
Remington Rand, Inc.	426, 428
Royal Typewriter Co.	431
Smith, L. C., & Corona ...	Cover 2
Underwood Corp.	Cover 4
University of Denver	459
University of Southern	
California	458
University of Tulsa	461

Wits and Wags

■ **Mrs. Simpson** (after relating the excruciating details of her appendix operation to her dinner companion at a party): You say your uncle had a terrible accident last month?

Dinner Companion: Yes, a steam roller ran over him.

Mrs. Simpson: Horrors! What did you do?

Dinner Companion: I ran with him to the doctor's office in the next block. But the doctor had gone home to lunch.

"What did you do then?"

"I slipped him under the door and ran to telephone the doctor's home."

■ **"Sorry, old man, that my hen got loose and scratched up your garden."**

"That's all right, my dog ate your hen."

"Fine! I just ran over your dog."

■ **A noted game hunter** has been reported missing for weeks. It is feared that something he disagreed with ate him.

■ **"How did you find your steak?"** asked the waiter of a patron in a very expensive restaurant.

"How did I find it?" the hungry man replied sadly. "Why, I happened to move that small piece of potato, and there it was!"

■ **The sergeant** rebuked the private angrily: "Jones, why haven't you shaved this morning?"

"Don't I look as if I had shaved?" the private asked, very much surprised.

"No, you don't, and I want to know why."

"Well, I guess it must be this way," Jones suggested. "There was a dozen of us using the same mirror, and I must have shaved someone else."